

2004

Bryn Mawr College Campus Heritage Preservation Initiative

Andropogon Associates

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BRYN MAWR COLLEGE



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CAMPUS HERITAGE PRESERVATION INITIATIVE

2004

ANDROPOGON ASSOCIATES, LTD

EMILY T. COOPERMAN, PH.D (GTA)

FUNDED BY THE J. PAUL GETTY FOUNDATION



Funded through a grant from the J. Paul Getty Foundation, Andropogon Associates and George Thomas Associates worked with Bryn Mawr College to evaluate the historic fabric of the college and its evolution; investigate campus development patterns; and develop strategies for using, preserving, and enhancing historical resources.

During spring 2002, a group of Bryn Mawr College staff, faculty and consultants came together to design a project that would assist the College in preserving the historic fabric of its campus. This group worked to secure a grant from the J. Paul Getty Foundation for the purpose of studying the processes leading to both the preservation and the loss of the historic campus fabric. The Bryn Mawr Campus Heritage Preservation Initiative was conducted over a period of two years, beginning in fall 2002. A primary goal was to document and understand the mechanisms that affect how, when and where development occurs on the campus, historically and currently. The team sought to assist the college in capitalizing on the strengths of its historic fabric, by learning lessons from past decisions and by ultimately making recommendations for creating valuable spaces in the future.

Numerous people participated in and contributed to this study – College administrators, faculty, staff, students, alumnae and Trustees, as well as previous consultants to the College, Lower Merion Township officials, residents and local non-profit organizations. We wish to thank all those who gave generously of their time and offered insightful comments throughout the course of the study.

Project Team

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Carol L. Franklin, Principal

Colin Franklin, Principal

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Daniel Schrier, Graphic Designer

George Thomas Associates, Inc.

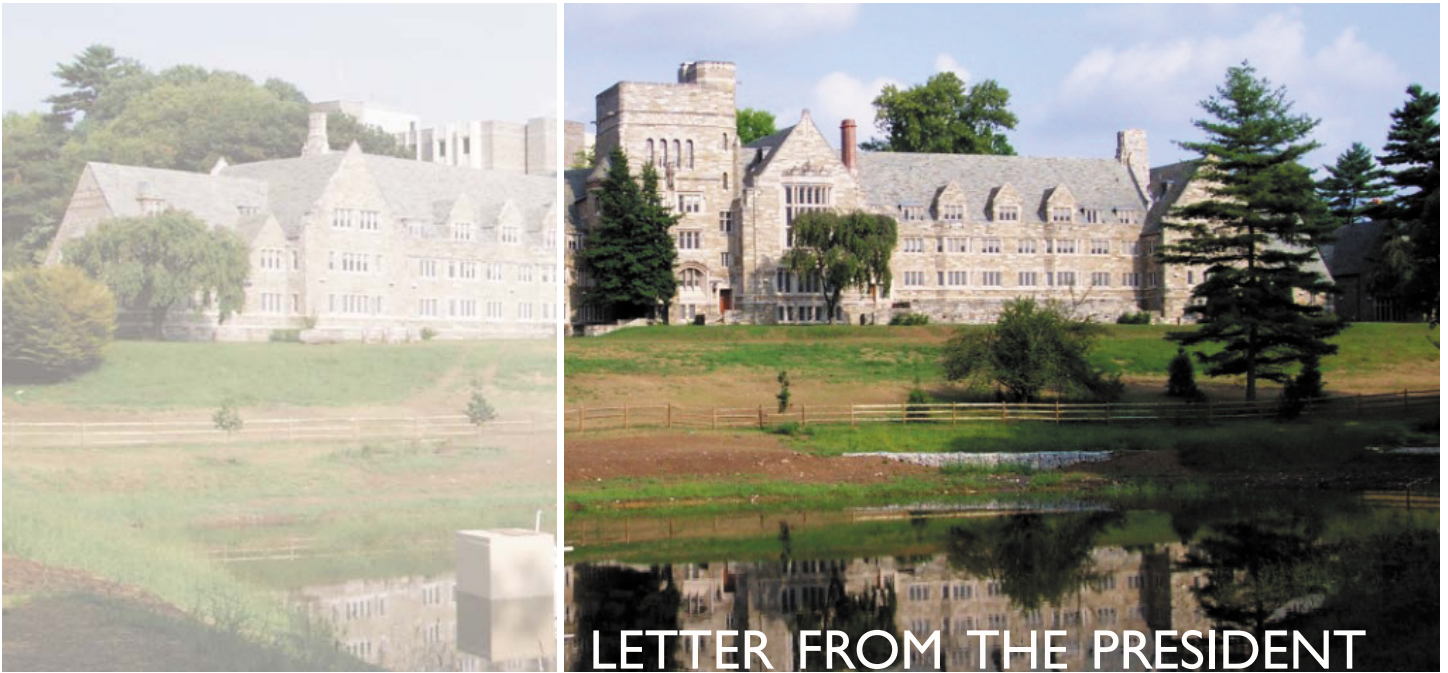
Emily T. Cooperman, Principal

Bryn Mawr College

Glenn Smith, Director of Facilities Services

Christopher J. Gluesing, Assistant Director for Planning and Projects, Facilities Services





On behalf of Bryn Mawr College, it is my pleasure to submit this final report on the Getty Grant Program's Campus Heritage Initiative.

This has been an exciting opportunity and a rewarding experience for our institution. The focus and intensity of this review of our built and natural heritage has allowed us to gain a greater appreciation of the important resources that are entrusted to our long-term stewardship.

As a result, we believe we are in a better position to confront the challenge of preserving our diverse physical campus while at the same time meeting the changing needs of our community.

We enthusiastically look forward to addressing the recommended actions contained in this report and are most grateful to the J. Paul Getty Foundation for its generous support of the College.

Nancy J. Vickers
President



INTRODUCTION

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INTRODUCTION

The core of the Bryn Mawr campus today represents the quintessential college image to many young students, as well as to well-traveled academics. When M. Carey Thomas borrowed the “Oxbridge” model to build her campus on the hilltop, it was a deliberate act intended to advance the position of women’s education in America.

More than a century later, Bryn Mawr College brings the issue of campus historic preservation to the fore with this prototypical study. The springboard for discussions grew from the intersection of history, landscape, architecture and preservation. During the course of the study, we questioned how a College could create future value based on the historic, cultural and social resources of its campus. If recruitment and retention are primary drivers of campus improvements, how can one ensure that the college mission is reflected in the physical fabric of the campus? The team analyzed the evolution of the Bryn Mawr campus and sought to identify where, when and how the historic campus fabric has been positively and negatively affected. Most importantly, we questioned whether there are fundamental principles underlying the causes of deterioration on historic campuses, or are the main factors unique to each campus and region?

The first step of the project involved in-depth historical and cultural analysis. The team interviewed representative faculty, staff, administrators, students and alumnae, and conducted research on archival data, drawings, photographs and images to assist in painting a picture of the Bryn Mawr campus as it evolved over its 119-year history. We identified six main phases of campus development based on major development activities, College events and significant trends. A series of composite analyses for each phase



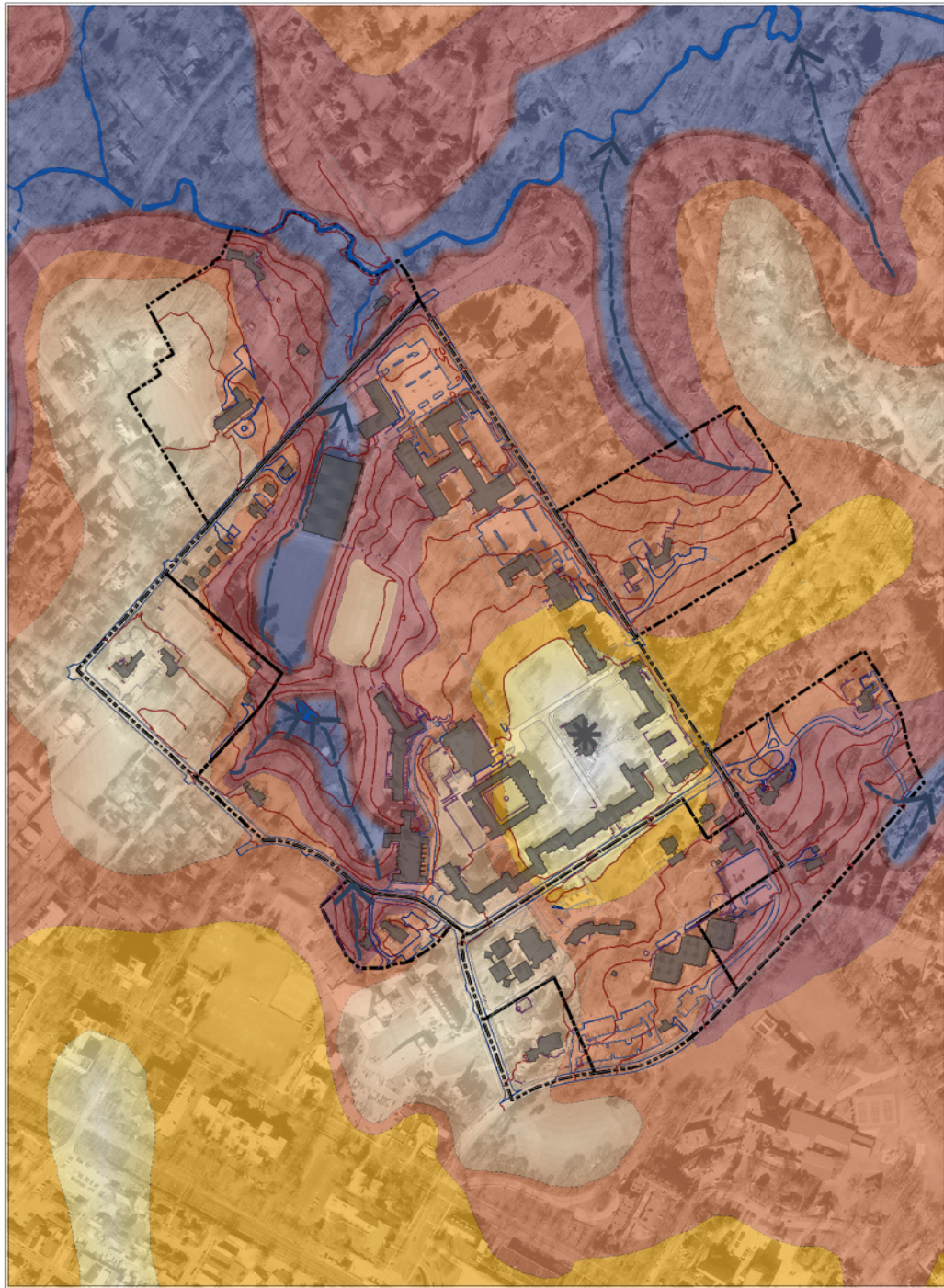
was created, illustrating patterns of campus growth and identifying key drivers of change. This historical analysis set the stage for generating recommendations for integrating valuable resources into future campus development.

During the second phase of the project, a workshop was conducted with key participants, including the Bryn Mawr College President and administrators, community members and outside consultants to the College from prior projects. Many topics relating to preservation were discussed but chief among them was how to craft a decision-making process that would ensure consideration of the multi-layered aspects of campus preservation. This productive and vital session sparked a series of discussions in the Bryn Mawr administration about both broad and specific policy issues.

The third phase of the study culminated in a set of Campus Preservation Principles and Recommendations for Action, in conjunction with the identification and description of Landscape Precincts and Recommended Guidelines.

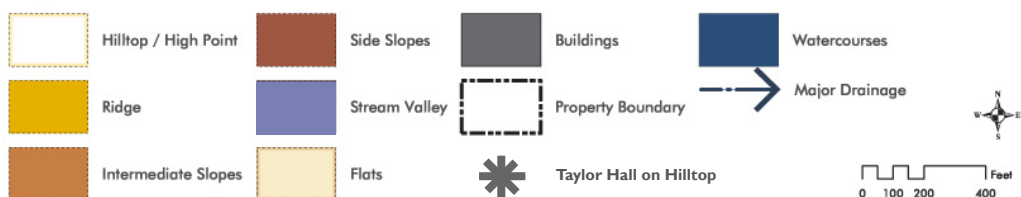
Phase Four will allow the College to measure the success of this study. Over the next three years, the Project Team will reassemble annually to meet with key College administrators, review actions taken as a result of the recommendations, and evaluate the success or failure of these actions.

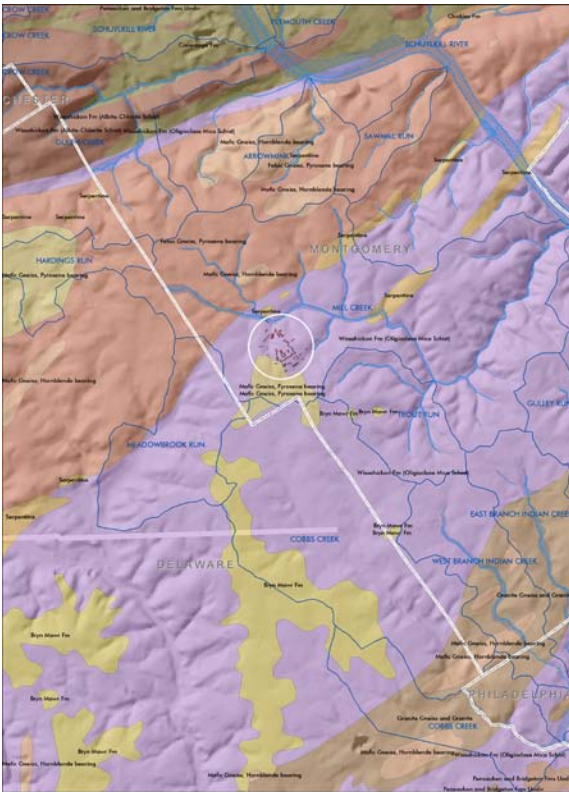




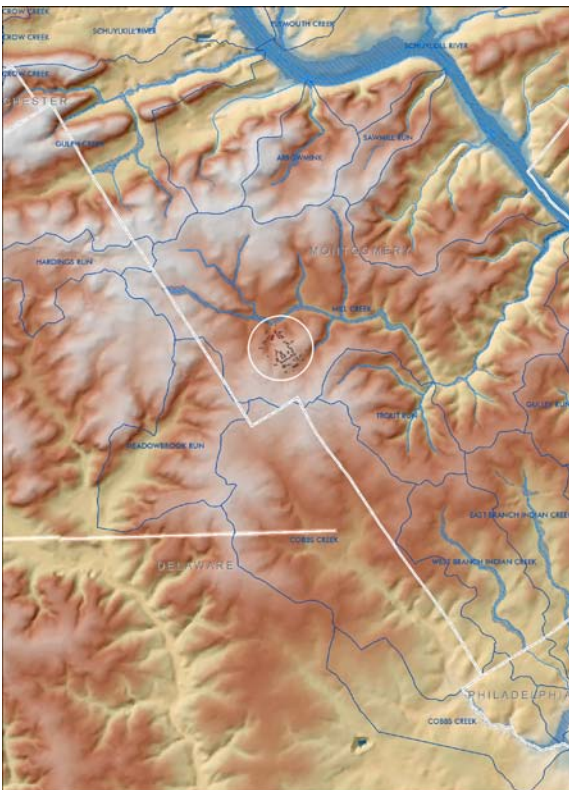
PHYSIOGRAPHY

Legend





SURFICIAL GEOLOGY



ELEVATION

Bryn Mawr College is set on a hilltop in a region characterized by rolling topography with steeply incised stream valleys. The bedrock is Wissahickon Schist, a variety of schist named for the craggy valley of Wissahickon Creek where the stone was first studied. With its flecks of glittery mica and its many-toned shadings of gray, brown, tan, and blue, Wissahickon schist is so attractive that it became a common building material in the nineteenth and early twentieth centuries. The hilltop is defined by tributary valleys of Mill Creek, which flows into the Schuylkill River. The physiography of the site, with its rounded hilltop, steep valley slopes, and flat valley bottom, has largely determined the development pattern of both the College and its surroundings. Taylor Hall, the first building of the campus, was placed on the most prominent position of the site, the apex of the hilltop with a commanding view. At the time of Bryn Mawr's founding, its surroundings were a suburb growing from open agricultural land. As the campus has changed, a perimeter of buildings on the south and the east has enclosed the hilltop. While the open view to the west remains, the former open fields are now a forested suburban landscape.

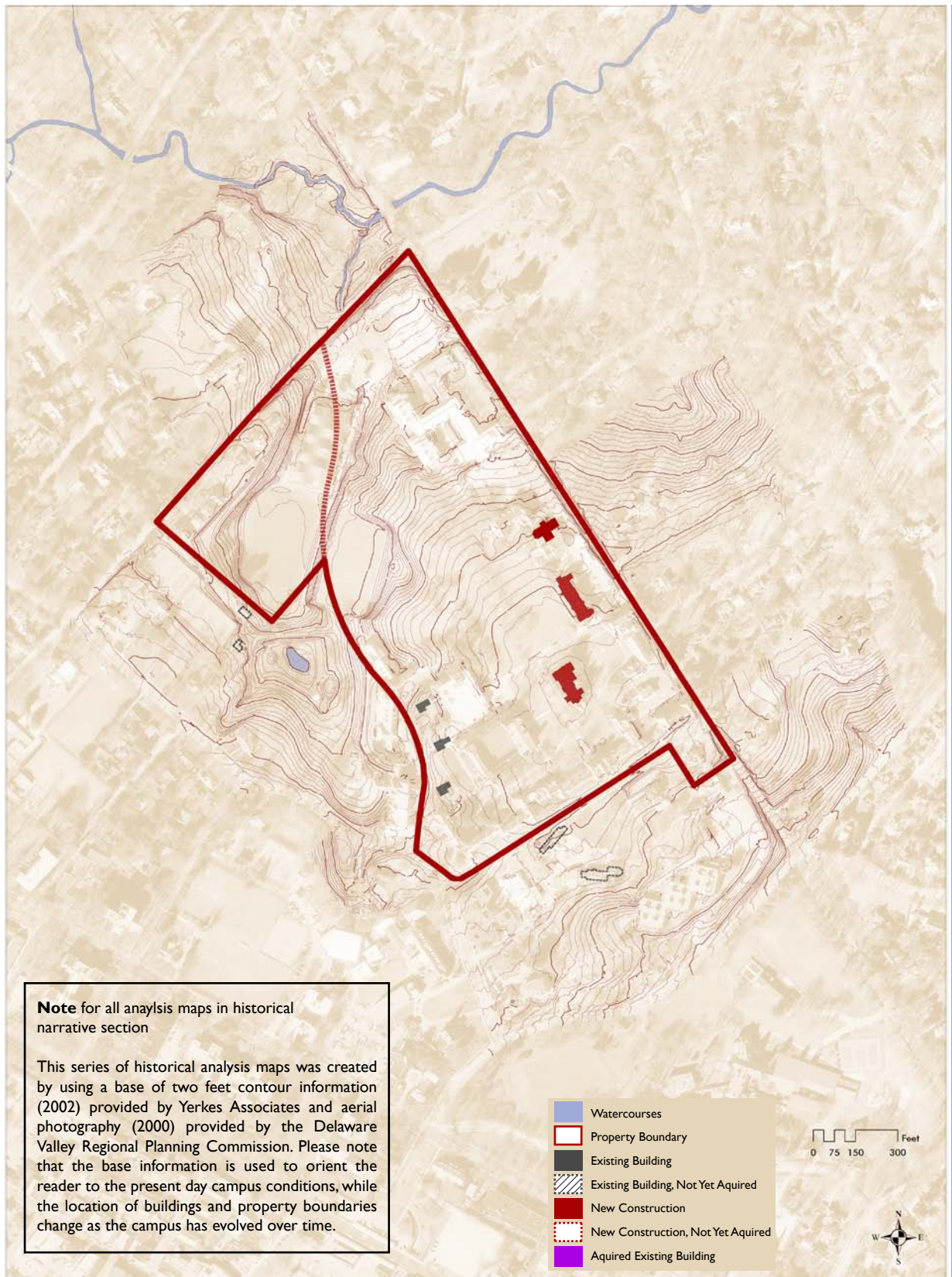
MAP DESCRIPTIONS

SURFICIAL GEOLOGY

Bryn Mawr College is located within the geologic formation known as Wissahickon Schist, represented in purple on the map (top left).

ELEVATION

Bryn Mawr College sits relatively high up in a region of steeply incised stream valleys, in the Mill Creek watershed. There are two tributaries to the north and east of the campus, feeding the Schuylkill River downstream (bottom left).





- 1 campus landscape plan, calvert vaux & co. , 1882-1884
- 2 main entrance at merion avenue and yarrow street, showing axis and plantings, 1895



PHASE ONE

FOUNDING VISION: A QUAKER SEMINARY
ON THE HILL

1870 -1884

Joseph Taylor, an Orthodox Quaker businessman, founded Bryn Mawr College with intentions to create a female equivalent of Haverford College for Orthodox women Friends. Taylor's vision to create a core quadrangle on the top of the hill was based on the design for Smith College in Northampton, Massachusetts. The initial landscape designed by Calvert Vaux established the basic campus framework of circulation and spaces, and was modeled after public, institutional gardens. The College's prominent location on the hilltop combined with its imposing buildings proclaimed the importance of women's education.

FOUNDER: Joseph Wright Taylor (1810-1880)

CAMPUS SIZE: 42 acres

ARCHITECTS: Addison Hutton

LANDSCAPE ARCHITECTS: Calvert Vaux & Co.

CAMPUS DESIGN & VISION:

- Architectural style: "Quaker lady dress"
- Taylor's vision: plain monastic campus modeled on Quaker seminary for women
- 1880: Taylor's death begins shift in campus vision
- 1884: M. Carey Thomas appointed first Dean of Faculty
- 1884: Vaux plan creates a picturesque entrance at Merion and Yarrow Avenues, making a dramatic, visual experience of place that unfolded as one moved through the campus
- Vaux plan reshapes Lombaerd Avenue into part of a new curvilinear geometry related to natural topography, with landscape planting reinforcing and defining circulation routes
- Vaux plan creates campus bounded by perimeter of trees
- Hierarchy of paths reflects hierarchy of landscape spaces
- Core green was not completed as envisioned by Joseph Taylor
- Taylor Hall, architectural landmark similar to a church in a town center with adjacent core green
- Campus landscape is divided into three zones:
 - zone one:** campus green
 - zone two:** entrance garden facing the town
 - zone three:** back hillside facing the rural and estate landscape



- 1 central "playground" designed by calvert vaux, ca. 1885
- 2 cottage #3 before alterations as deanery, ca. 1880
- 3 joseph wright taylor

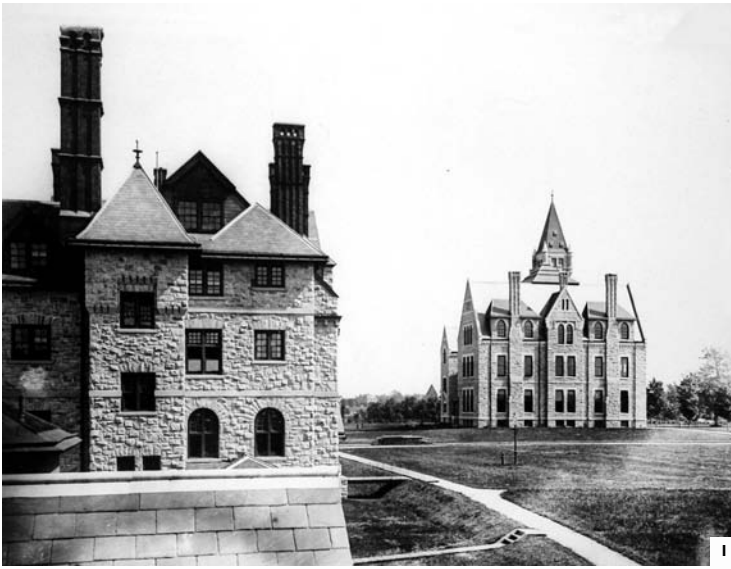
PHASE ONE

Joseph Wright Taylor (1810-1880), the founder of Bryn Mawr College, was a medical doctor who made his fortune in his brother's tannery business. Taylor was raised with strong Quaker values of service and the importance of education for both sexes. Beginning in 1854, he served on the Board of Managers of Haverford College, which had been founded in 1831 to educate young Quaker men away from the "contaminating influence of mixed seminaries."¹ Among his fellow Board members were Baltimoreans Francis T. King and James Carey Thomas, who would play key roles in the founding of Bryn Mawr.

A crucial development that led to Bryn Mawr's founding was the post-Civil War growth in liberal arts education for women, and the founding of women's colleges, including Vassar, Wellesley, and Smith. Beginning in about 1870, Taylor began to plan for his Quaker women's college. King and Thomas, who were among the first trustees of another Quaker-founded institution, Johns Hopkins University, were among those with whom Taylor began to formulate his plan. King persuaded Taylor on the value of an educational "Friends' village" outside of Philadelphia, and assisted Taylor in finding a site that would allow for certain facilities to be shared with Haverford.

Taylor's founding vision took a large step with the selection of the architect Addison Hutton for this project. Taylor would have known of Hutton's work as the designer of Quaker institutional buildings, including the just-completed Barclay Hall at Haverford. In April 1879, Hutton was Taylor's agent for the purchase of three lots totaling about 40 acres that were the basis of the initial designed campus. The context in which Taylor purchased land for his college was one typical of the growing railroad suburbs of the nation after the Civil War. Large dwellings for Philadelphia's mercantile elite were being built in the immediate vicinity, but the area in the late 1870s still retained the open vistas made possible by agricultural fields.

Joseph Taylor visited New England women's colleges and saw Smith College as a model – it was a hilltop women's "seminary" enclave sitting above a town and removed from it. Smith's towered academic and administrative building with small dormitories set behind was the arrangement Taylor instructed Hutton to emulate. The initial relationship between Bryn Mawr's landscape, its architecture, and the ideas of Taylor and his close associates were articulated by early trustee David Scull, who reported that Hutton felt that "the landscape gardener had little or nothing to do until the architect was pretty much through." Scull concurred that the landscape architect should not "interfere with the architect in his efforts to embody the views of experienced College men touching important relations of the different buildings to each other." In the summer of 1879, ground was broken for the academic and administration building and the first of four planned dormitories. Joseph Taylor died in early 1880, leaving the realization of his vision to the Quaker Board of Trustees he had chosen.



Between Taylor's death and the opening of Bryn Mawr College in the fall of 1885, several key campus developments took place. After the completion of Taylor and Merion Halls, a gymnasium and a service building, the Trustees severed their relationship with Addison Hutton, who never worked at Bryn Mawr again. As Scull predicted, the "landscape gardener" arrived after the architect. In 1882, the Trustees hired Calvert Vaux "for the improvement of the College grounds." Earth moving and planting work continued through 1884.

The Vaux plan had several key features with lasting effect on the campus. First, the designed campus encompassed Taylor's first three lots: the hilltop, the northern slope and the stream valley as far as the future Robert's Road. Second, the perimeter of the campus was defined by shrub and tree plantings. Finally, two main entrances to the campus were defined: one at the intersection of Lombaerd Avenue and Merion Avenue (later the location of Pembroke Arch); one at the intersection of Merion Avenue and Yarrow Street (later the location of Rockefeller Arch). The second of these created an oblique, picturesque vista to Taylor Hall and was the principal gateway to the campus. Two service entrances were also created on New Gulph Road.



'Board of Managers' Meeting Minutes I, Haverford College, 1/1/1831, Quaker Collection, Haverford College.

The information in this report is based on the following sources, unless otherwise noted:

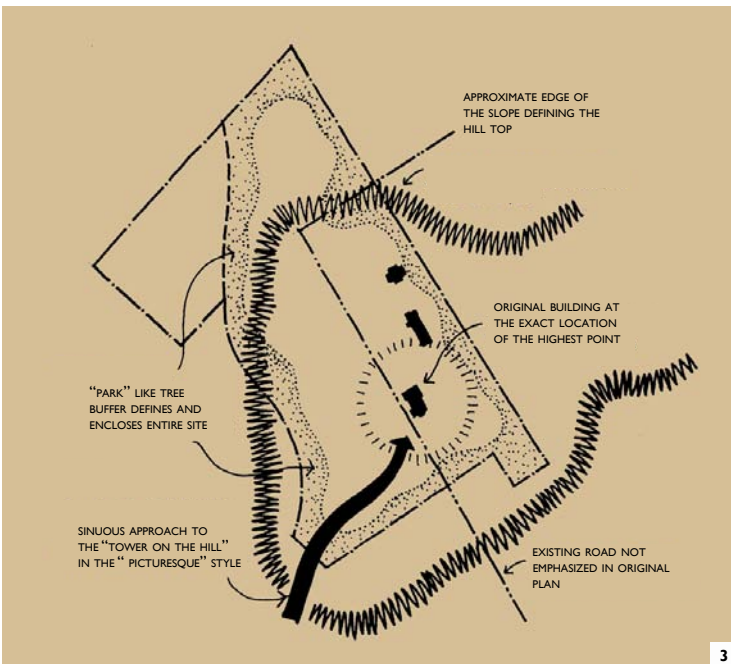
Bryn Mawr College Trustees' Meeting Minutes and Bryn Mawr College Directors' Meeting Minutes, Bryn Mawr College Archives

Helen Lefkowitz Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth-Century Beginnings to the 1930s* (Amherst: University of Massachusetts Press, 1984)

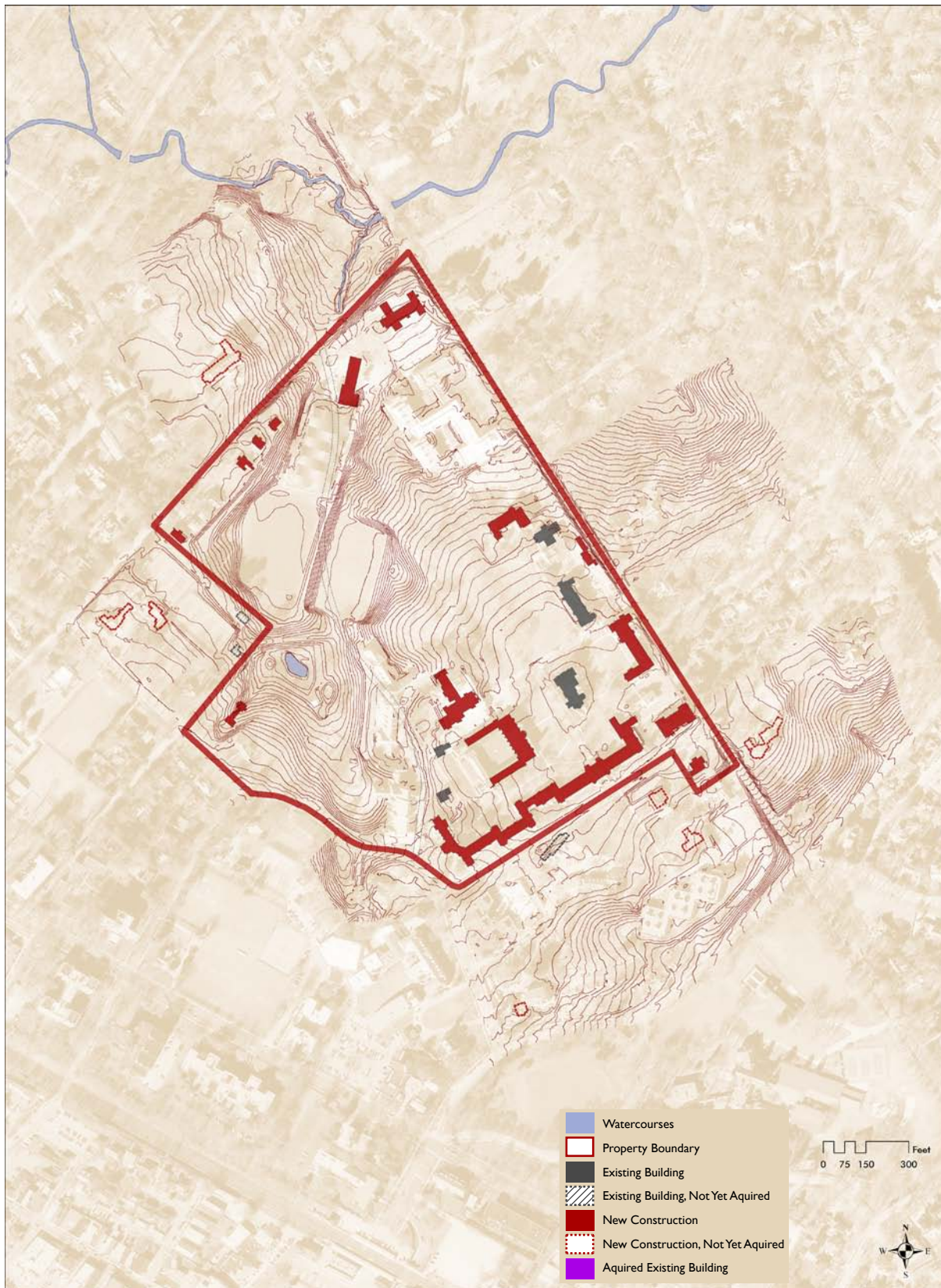
Margaret Taylor MacIntosh, *Joseph Wright Taylor, Founder of Bryn Mawr College* (Haverford, PA: Charles Shoemaker Taylor, 1936).

Cornelia L. Meigs, *What Makes a College: A History of Bryn Mawr* (New York: MacMillan Company, 1956).

Archival photographs are from the collection of Bryn Mawr College Archives.



- 1 view of taylor and merion ca. 1885
- 2 college on the hill, ca. 1885
- 3 analysis drawing of development phase one



PHASE TWO A WOMAN'S OXBRIDGE 1885 - 1907

M. Carey Thomas' vision was to create an academic enclave by bounding the campus with a perimeter of buildings, and to appropriate and adapt models and rituals from prominent (men's) colleges.

PRESIDENT: 1884 - 1894: James Rhoads,
1894 - 1922: M. Carey Thomas

ENROLLMENT: 21

CAMPUS SIZE: 55 acres

ARCHITECTS: Cope & Stewardson, Soule & de Forest

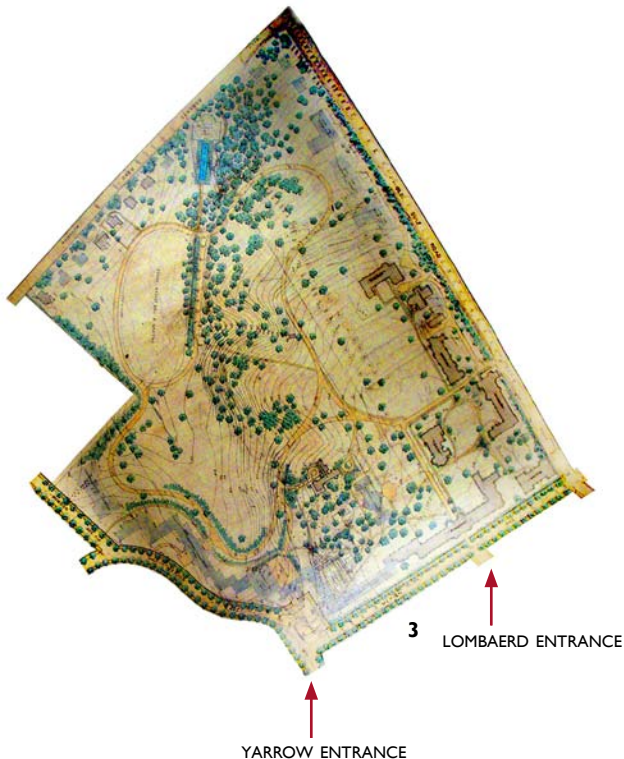
LANDSCAPE ARCHITECTS: Frederick Law Olmsted,
Olmsted Brothers

CAMPUS DESIGN & VISION:

- Architectural style: Collegiate Gothic
- College outstanding as early example of "Academic Gothic Campus"
- Architecture rejects women's college domestic (cottage style) models
- Oxbridge model begins to emerge as Cope & Stewardson and Olmsted Brothers create plan for perimeter buildings, rectilinear spaces, and library in enlarged center of campus core
- New landscape and buildings firmly establish quadrangle scheme and together expand core campus framework
- Landscape features reinforce Thomas' perimeter "wall" (where buildings are joined at corners)
- Students creating places of ceremony and ritual in the landscape – May Day, Lantern Night and other events were being celebrated in the landscape
- M. Carey Thomas reverses hierarchy of campus entrances, downgrading Yarrow entrance and upgrading Lombaerd Ave. with entry through portal of new Pembroke Arch
- Lombaerd Avenue reinforced as ceremonial space in conjunction with central campus green on hilltop
- College acquires opposite side of stream valley, which was a natural boundary, to protect campus from encroachment by development. With this purchase, Bryn Mawr's fortress on the hill now includes the valley.
- Campus has no visual connection to stream valley or new property
- 1894: Yarrow Avenue officially closed



- 1 perimeter wall at pembroke dormitories, 1894
- 2 view from north to college on the hill, 1894
- 3 olmsted and cope & stewardson plan for bryn mawr college development, 1895



P H A S E T W O

In 1885, when Bryn Mawr College opened its doors to its first students, it was an institution run by a group of wealthy Quaker “experienced college men,” their relatives and associates. The first administrative leaders of the school came directly from this body. The College’s first president, James E. Rhoads, was originally part of the Board that Taylor assembled before his death. Rhoads, like Taylor (who practiced only briefly) was a trained medical doctor who had been active in Friends’ philanthropic service organizations. At the time that Rhoads was chosen as President in 1884, another key figure made her interests in Bryn Mawr explicit. Martha Carey Thomas, the 27-year-old, ambitious daughter of James Carey Thomas and one of the first American women to complete a Ph.D., offered herself as a candidate for the presidency of Bryn Mawr. The all-male Board was not yet ready to put their confidence in the young, female, and inexperienced Carey Thomas, and she was instead named dean, an academic position common in European institutions but then not known in the United States.

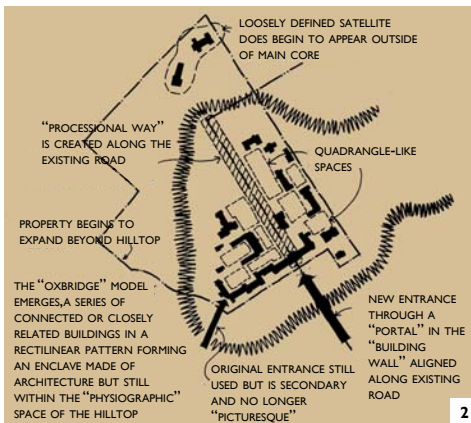
Between 1884 and 1894, construction projects began to shift the school away from Taylor’s initial vision of a campus in Hutton-designed, plain “Quaker lady dress.” In 1884, the Board commissioned George T. Pearson, a Philadelphia architect known most for his domestic work, to design a house for President Rhoads. Christened Cartref, meaning “home” in Welsh, the new residence was built in a small lot across from the original campus on North Merion Avenue. Rhoades’ house was followed in 1888 by the first faculty house on Roberts Road, Pensby, by J. C. Worthington. Most important for the future of the campus, the construction of a second dormitory building, Radnor, marked the first appearance of architect Walter Cope on the Bryn Mawr stage. Cope, a member of one of the wealthiest extended families in Philadelphia in the period, was related to Francis Reeve Cope, who was on the Bryn Mawr Board. In 1885, Cope, who had worked in Addison Hutton’s office, formed a partnership with another Philadelphia Quaker, John Stewardson. One of their first commissions was for Radnor, whose design was begun that year. Like Carey Thomas, Walter Cope and John Stewardson’s ambitions and vision extended beyond their Orthodox Quaker origins. Cope and Stewardson would go on to develop a nationally significant architectural practice.

Radnor was followed by the construction of another dormitory, Denbigh, begun in 1891. That same year, the Board began the design and construction of the first purpose-built academic building. Dalton Hall was a science facility designed by Cornell architecture professor and reported laboratory expert, Charles F. Osborne in association with J. C. Worthington. Like the establishment of graduate programs in Bryn Mawr at its inception, the investment in scientific pedagogy signaled by Dalton marked the College’s aspiration to give women access to the education previously accessible largely only to men.

Beginning in 1894, this pursuit was given new and remarkable form under the energetic and direct leadership of M. Carey Thomas. In 1893, when Quaker students had already been outnumbered by Episcopalians and James Rhoads was set to resign, a plan for the substantial expansion of the College was underway. The expansion was supported by purchases on the western boundary of the campus. Cope & Stewardson and Frederick Law Olmsted were the principal designers in this effort. One of the most significant features of this planned growth was the ringing of the campus with a perimeter of buildings, “leaving open the attractive view toward the western hills and the sunset, and the inside quadrangles and lawns free for golf, tennis,



- 1 campus development plan drawn by m. carey thomas, 1895
- 2 landscaping by olmsted firm, late 1890's
- 3 the deanery, ca. 1890's



- 1 construction of utility tunnels funded by rockefeller, ca. 1905
- 2 analysis drawing of development phase two

walks, and other amusements of the students.” This pattern had already begun to be established by the siting of Denbigh and Dalton, on New Gulph Road and North Merion Avenue, respectively. The Cope & Stewardson/Olmsted plan envisioned not only the location of Pembroke, but also the future sites of an uninterrupted wall of buildings along the campus edge on North Merion and onto Wyndon Avenue.

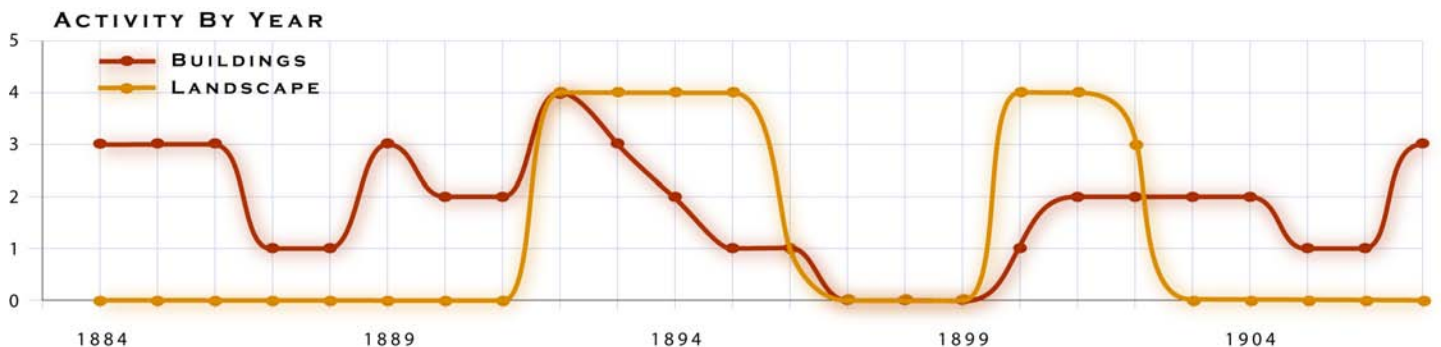
The “Oxbridge” model – the arrangement of connected buildings used to frame space and define the territories of individual colleges at Oxford and Cambridge in England – was key in this project. At Bryn Mawr, this architectural image had more meaning than at such schools as the University of Pennsylvania, where Cope & Stewardson also worked. The Pembroke dormitories (finished 1894), Rockefeller (finished 1904) and Thomas Library (finished 1907) were to become major monuments of the style later termed “Collegiate Gothic.” As at other schools, this style connoted academic tradition and excellence, but at Bryn Mawr, these buildings also represented the access that its students had as women to the education that had before been the exclusive province of men.

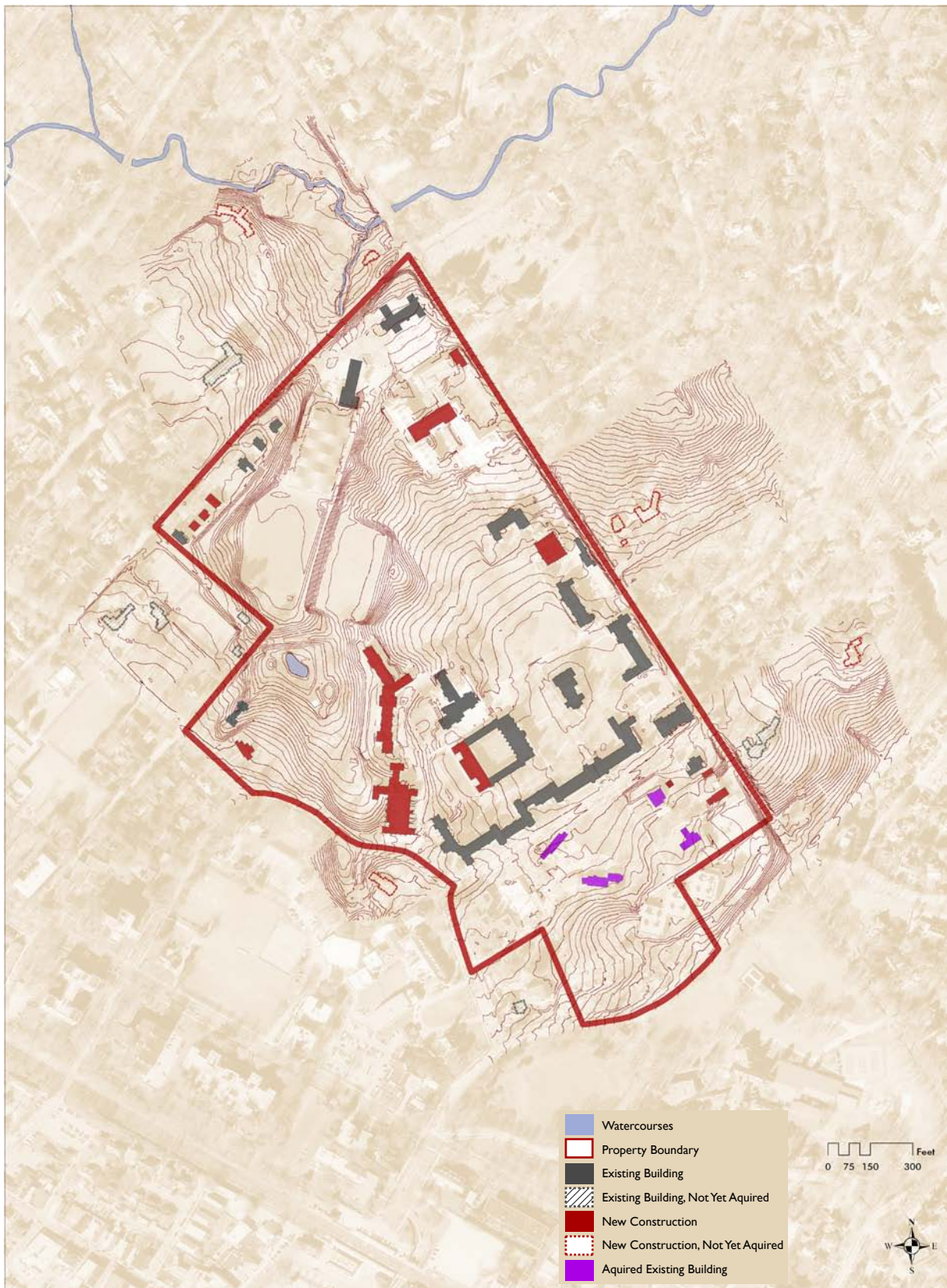
With the completion of Pembroke East and West, what is now Pembroke Arch was reinforced as the main entrance to the campus. The allee of trees on the former Lombaerd Avenue (now called “Senior Row”) was reinforced as an important campus axis. Ceremonial and symbolic function took precedence over aesthetics in this case. Frederick Law Olmsted had tried to persuade M. Carey Thomas to eliminate the Row in order to open up the central space to picturesque vistas to the north and west of the campus. Olmsted’s work, and that of his firm after his retirement in 1895, established new precincts in the campus, particularly the athletic fields in the stream valley to the north and west of the hilltop (expanded in 1915), and knit campus spaces together with plantings and a curvilinear path system.

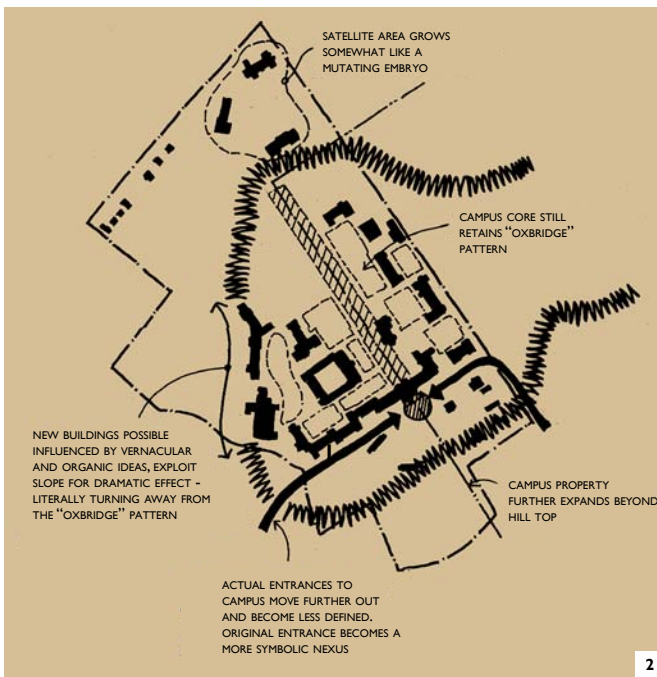
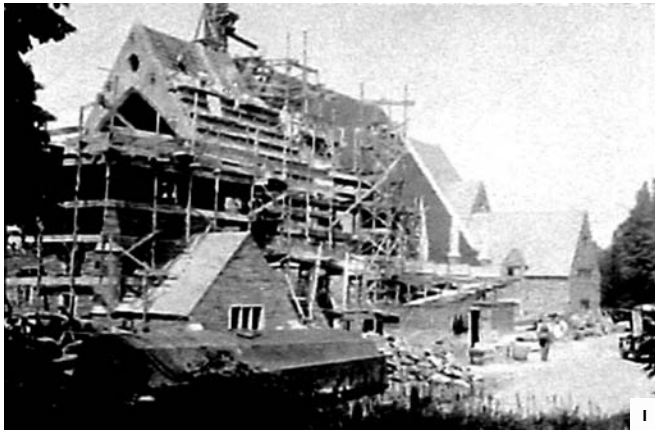
During the next decade, the major building campaign would continue, with substantial donations by John D. Rockefeller. After the death of John Stewardson in 1896 and Walter Cope in 1902, M. Carey Thomas became less satisfied with the firm and its work. In 1907, during the construction of the library, she fired the firm and began to use Lockwood de Forest, who had associations in New York. De Forest would work during the next five years with architect Winsor Soule on several buildings at Bryn Mawr, including the Deanery, a house near the center of campus that had been on the property when Taylor purchased it. Thomas lived at the Deanery from her arrival at Bryn Mawr, and had enlarged it enormously with successive alterations by Cope & Stewardson. One of the most substantial garden spaces on campus was created there for Thomas by the Olmsted Brothers in 1909-1914 and 1921.

With the completion of the library, Thomas’s female Oxbridge was largely formed, and it would not be until the next generation of leadership that significant changes on Bryn Mawr’s campus would take place.

NUMBER OF PROJECTS







1 goodhart hall under construction, 1927

2 analysis diagram of development phase three

PHASE THREE THE TURNING POINT 1908-1940

By 1908, M. Carey Thomas' major building campaigns are complete and her ability to fund projects diminishes with the death of her partner and chief donor, Mary Garrett in 1915. Marion Edwards Park becomes president in 1922 and continues to expand on the Academic Gothic Campus, though at a reduced rate as the Depression hampers major campus development. College hires Ralph Adams Cram to design a broad vision for the campus, but it is never implemented.

President: 1894 - 1922: M. Carey Thomas,
1922 - 1942: Marion Edwards Park

Enrollment: 600 by 1939

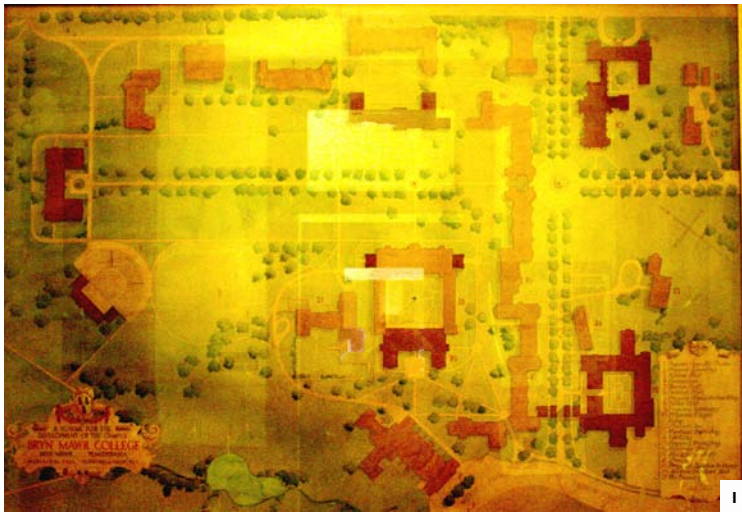
Campus Size: 68 acres

Architects: Soule & de Forest, Meillor, Meigs & Howe, Thomas & Martin; Sydney Martin is campus architect from 1930s -1960s,

Landscape Architects: Olmsted Brothers, Ralph Adams Cram, Thomas Sears

Campus Design & Vision:

- Academic buildings and dormitories meet most of College needs
- New buildings do not respect Thomas "perimeter wall" plan - instead Goodhart and Rhoads are constructed off the campus grid, at ridge along old line of Yarrow Avenue
- Landscape projects driven by individual building projects or individually funded gardens
- No large-scale planning for campus ever implemented
- College is moving off the hilltop, breaking away from original Quadrangle Plan and beginning to colonize the valley
- College expansion to the south creates circulation problems because Merion Avenue, which once bounded the campus, now divides the campus
- Goodhart and Rhoads reinforce hill as primary campus zone, creating wall at edge of valley. Their location and position gives them a dramatic stage set quality, similar to a medieval town
- Architects' individual design achievements playing greater role in campus projects
- 1933: Cram plan represents last time a campus-wide landscape plan is commissioned. Its main concepts included:
 1. unifying entire campus in monumental plan
 2. reinforcing Lombaerd Ave as principle axis
 3. reinforcing Pembroke tower entrance
 4. using a Beaux Arts scheme, clarifying implicit campus grid.



PHASE THREE

M. Carey Thomas continued to lead the school as president until 1922. Events after 1907, while many were significant, were still secondary to the development campaign begun in 1893. Soule and de Forest's last project on campus, two faculty houses on Roberts Road, was in 1912. The death in 1915 of Thomas's partner and College benefactor, Mary Garrett, marked another diminution of her efforts. Beginning in 1909 the Olmsted Brothers returned to the campus, but the plantings they made were largely embellishments to the buildings finished in 1907. The one major feature they proposed, an outdoor theater on the northwestern slope of the campus hilltop, was never implemented. It was not until the tenure of Thomas's successor that the next construction campaign would begin.

In 1922, Thomas was succeeded as president of Bryn Mawr by dean Marion Edwards Park, although Thomas continued to remain on campus, residing at the Deanery until her death in 1935. Park continued to live at "Pen-y-groes," a house built for dean Marion Reilly in 1908 which remains the house of the College president today.

The first decade of Park's administration was characterized by a single construction project and by the acquisition of adjacent land. The construction project that would occupy nearly the first decade of Park's term was a building with the combined program of a "students' building" and the home for the newly established Music Department. In 1921, the College consulted the renowned architect Ralph Adams Cram on the subject of the building, but the Philadelphia firm of Mellor, Meigs and Howe received the commission to design Goodhart Hall in 1925, which was to be one of the masterpieces of this important office's work. Goodhart continued the Academic Gothic style of the previous generation, but with the heightened theatricality and greater scale of the period. And, while it continued development along the College perimeter, Goodhart conformed to the Cope & Stewardson/Olmsted scheme of 1893-1894 only partially. While the main entrance of Goodhart faces Merion Avenue, the mass of the building goes back along the topography of the former Yarrow Street, the western border of campus until 1893. Goodhart established two important precedents – the emphasis on the isolated building project, and the subversion of the earlier plan. It, and the projects that came next, were thus a turning point in campus development history.

The College's land holdings were expanded significantly with the 1925 purchase of the Ely property on the south side of Merion Avenue, which included a stable and an 18th-century house (Wyndham). The College had first purchased land in this block to build Cartref in 1884, and had since acquired several other parcels that had been developed, mostly in the 1880s, as suburban residences.



- 1 campus development plan by ralph adams cram, 1933
- 2 marion edwards park science building, ca. 1940



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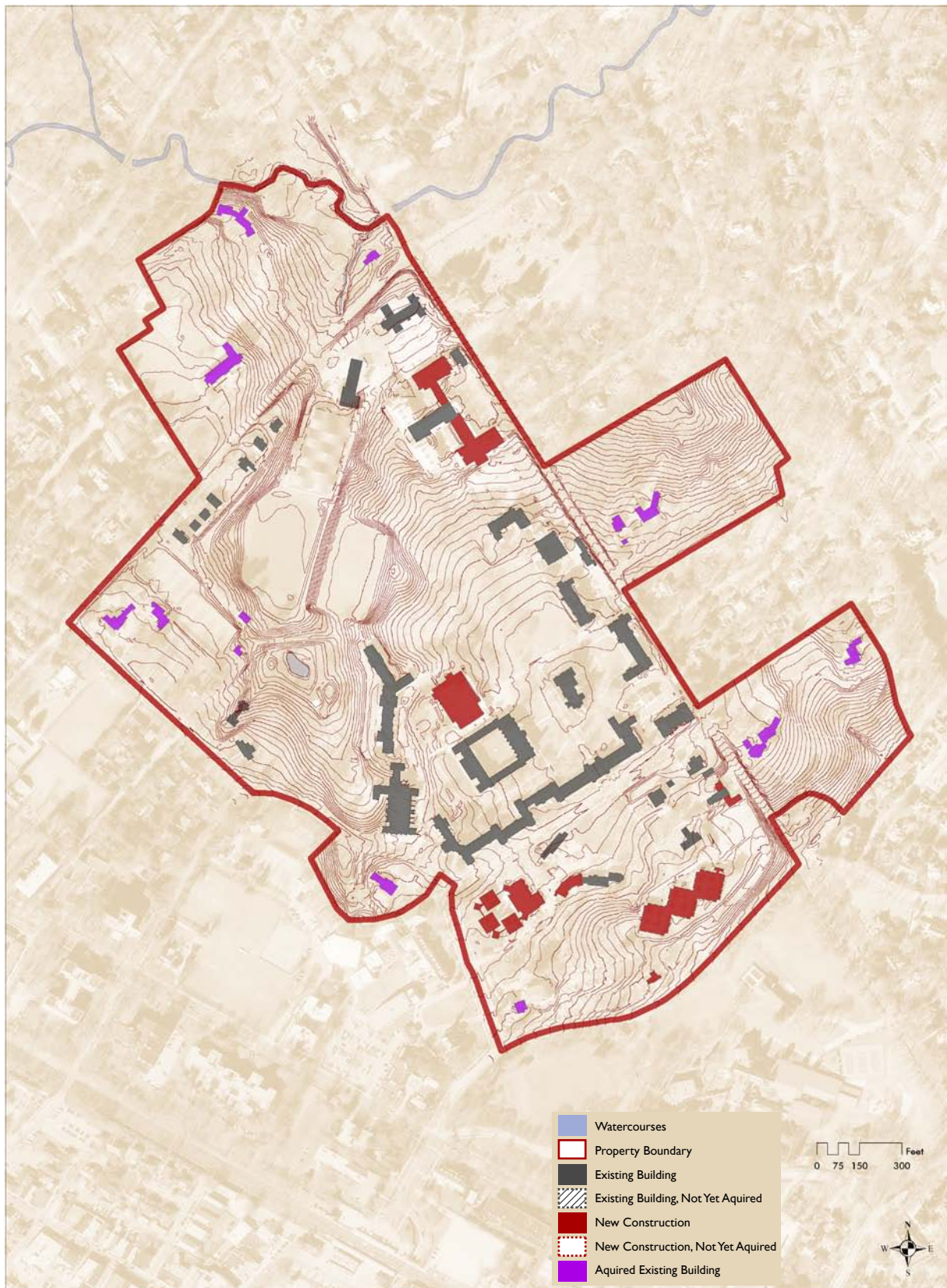
- 1 open air classrooms for thorne school (pagodas), no known date
- 2 central campus green, ca. 1910's-1920's
- 3 rhoads dormitory, completed 1938

With the advent of the Depression, no new projects were begun. Cram, technically the College Architect until 1934, did make a significant contribution to the design history of Bryn Mawr, although he never had a built project at the College. His plan for future campus development, never implemented, is notable for its emphasis on rectilinear axes (typical for the period), which reinforced both Lombard and Merion avenues, and for his proposed new campus gateway on Merion Avenue just east of the Rockefeller Arch. The Cram plan would have knit together, through these emphasized axes, the 1893 campus and the area on the south side of Merion Avenue. Cram also proposed major new development at both ends of Merion Avenue on its south side, which would have further connected the two campus pieces.

The next College development campaign did not begin until the mid-1930s, as the nation began to emerge from the Depression. This campaign, which saw the construction of Rhoads Dormitory, the Park Science Building, and the Woodward Wing of Thomas Library (completed 1937, 1938, and 1940, respectively) marked several other turning points. First was the advent of Sydney E. Martin as the principal campus designer; he would continue in this role as the partner in several firms for some twenty years. The second was the shift in style from Academic Gothic to International Modernism. Rhoads and Park embodied this in different ways. On its exterior, Rhoads was consistent with its predecessors, but the interior furnishings were designed by Marcel Breuer. It should be noted that Goodhart had celebrated modern materials. Its reinforced concrete gothic arches in the main auditorium, the design of George Howe (who went on to be one of Philadelphia's most important early modernists), were finished without applied decoration. Park was sited on a former hockey field, partly to accommodate future expansion but placed below the brow of the hill to make it less obtrusive. Modern materials were used because they were relatively inexpensive but the Board thought the building unequal to its older, stone colleagues, and thus tried to obscure it from view. Significantly, with Park, siting became project specific, with diminished regard for a broader campus plan.

NUMBER OF PROJECTS







1



2

1 canaday library, completed 1969

2 analysis drawing of development phase four

PHASE FOUR

THE PRICE OF PROGRESS

1942-1969

In the post-war years, under the leadership of president Katherine McBride, the College begins a major campaign of territorial and institutional expansion. McBride mirrors ambition of M. Carey Thomas in driving Bryn Mawr College to national excellence. College anticipates the Baby Boom by increasing enrollment, expanding programs and acquiring adjacent properties. A key network is formed when Bryn Mawr, Haverford and Swarthmore decide to form an academic consortium by allowing course cross-registration at the three campuses. In the late 1960s, campus life was further changed by an exchange program that brought Haverford's male students on campus as residents.

PRESIDENT: 1942 - 1970: Katherine E. McBride

ENROLLMENT: 1000 by 1965

CAMPUS SIZE: 109 acres

ARCHITECTS: Sydney Martin (and his succeeding firms), Louis I. Kahn, O'Connor & Kilham, I.W. Colburn

LANDSCAPE ARCHITECTS: George Patton, Frederick Peck

CAMPUS DESIGN & VISION:

- College refocuses on competing nationally
- Interest in creating signature buildings by nationally renowned architects often supercedes cohesive landscapes
- Historic buildings and heritage landscapes are destroyed to "make way" for the modern future of Bryn Mawr
- Landscape projects continue to be driven by individual building projects or individually funded gardens
- Individual aesthetic preferences influence campus landscape planting
- Preservation of heritage trees drives some development decisions
- 1968: Deanery is demolished to construct Canaday Library
- Some buildings are not connected to central ceremonial spaces nor to one another
- Some buildings create individual geometry unrelated to existing buildings or landscapes
- Some buildings are designed as monuments rather than space creators
- Campus beginning to lose overall sense of continuity
- Coherence of original "walled" campus is diminished as College expands into the southern valley
- Campus circulation problems persist unresolved

PHASE FOUR

The end of World War II marked a significant cultural shift at Bryn Mawr College, as it did for the nation more generally. As a women's school, the College was spared the loss of students and former students in battle; there was no influx of returning veterans in the classroom after 1945. Nonetheless, post-war trends had as significant an effect at Bryn Mawr as they did at coeducational American campuses.

In 1942, Marion Park was succeeded by Katherine E. McBride, a distinguished member of the faculty and an alumna. The forcefulness of her leadership would recall that of Carey Thomas, and she would also lead the College for a prodigiously lengthy term. The significant developments of the beginning of her term were not construction projects but land acquisitions. First among these was the 1947 purchase of the Wright School property on the northern side of Roberts Road as a graduate facility. The lot was first offered to the College in 1936 by the surviving brother of the founder. With the Wright School (later renamed Brecon Hall), Bryn Mawr acquired the first major institutional building that it had not constructed.

Miss McBride's term as Bryn Mawr College president continued to be marked by substantial territorial expansion, which reflected the growth of the size of the student body during her administration. Like most schools around the nation, Bryn Mawr grew in population and programs after the war. Bryn Mawr had always seen itself as an institution of national, if not international, significance, but in the post-war period, the comparisons to others became more quantified and statistical. Among the results of increasing statistical analysis, growth came not in response to the Baby Boom, but in anticipation of it. Beginning in 1952, Bryn Mawr began purchasing contiguous residential lots, starting with the Scull property at the western corner of Roberts Road and Wyndon Avenue. By the early 1960s, the College owned the complete block south of Merion Avenue, and had crossed New Gulph Road on the east to acquire several large parcels.

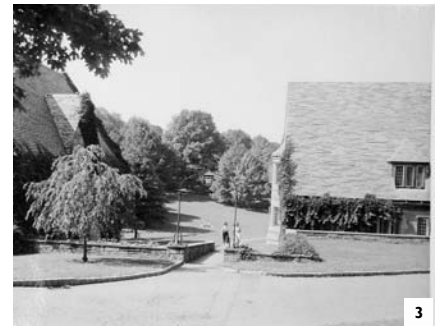
Because the area around the school had been developing as an elite residential suburb from the time of the College's founding, the available surrounding land was characterized by houses ranging from substantial to gargantuan, designed by the leading architects of the region and set in designed, residential landscapes. While these added properties have provided the College with needed program facilities and have controlled development around the campus's historic core, they have not always met the programmatic needs of the institution in ideal ways. Further, the land acquisitions of the 1950s and 1960s served to diffuse the campus edge, diluting the visual and physical identity of the institution.



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- 1 Erdman dormitory, completed 1965
- 2 central campus green, no known date
- 3 view down path between Rhoads and Goodhart, 1940's
- 4 model of Haffner dormitory, begun 1967



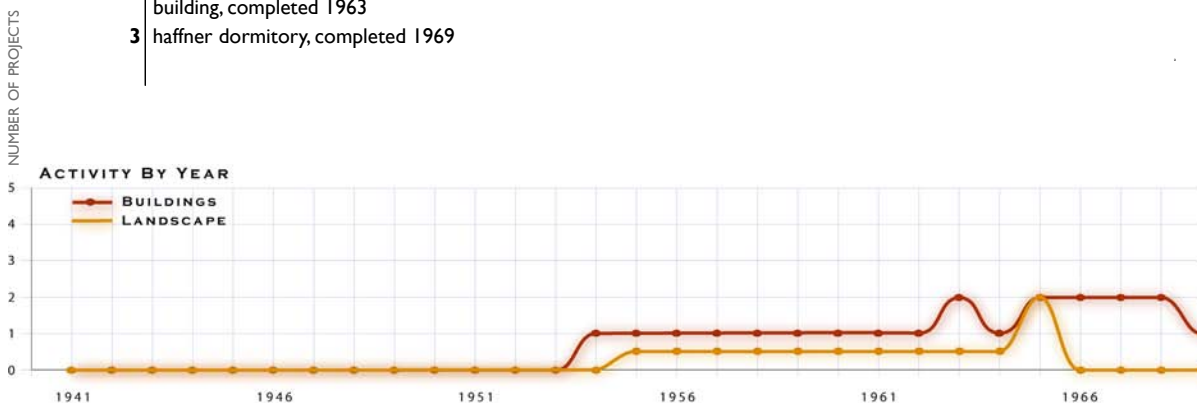
Several prominent campus development projects were completed during McBride's administration. First among these was the Erdman dormitory, designed by Louis I. Kahn and opened in 1965. Kahn's work was typically late and over budget, but Kahn (with associate Ann Tyng) responded to the Bryn Mawr context in ways that the other projects of McBride's term did not. In addition to the echo of the campus palette of masonry materials in his use of textured concrete and slate panels, Erdman's site terminates the axis of Lombard Avenue on the South, mirroring the campus perimeter of the 1893-1904 Pembroke and Rockefeller dormitories.

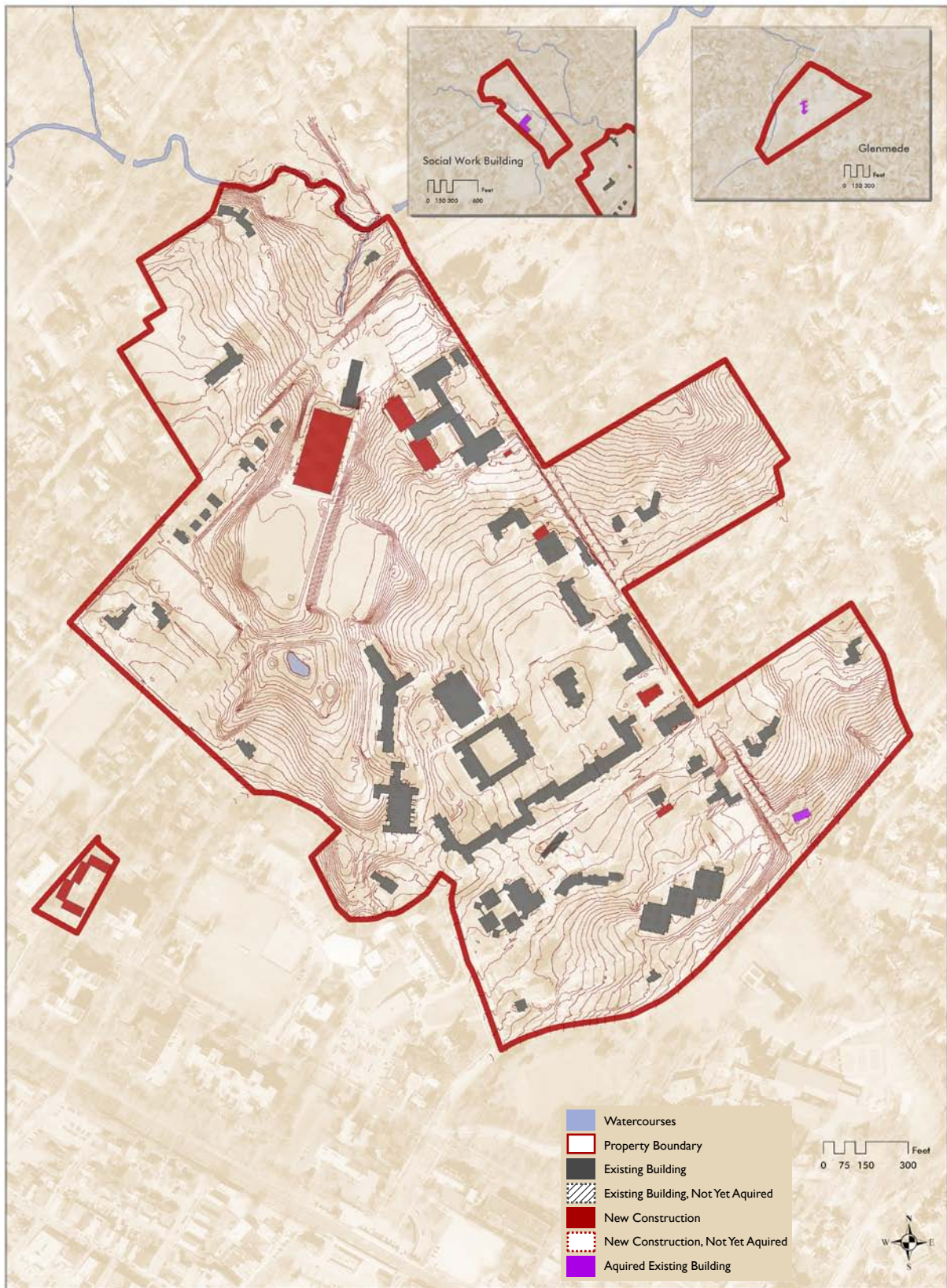
The construction of Canaday Library in the mid-1960s embodied many of the most salient successes and failures of the period, not just at Bryn Mawr, but also throughout the nation. The need for expanded library space was felt by 1955, but the decision to construct a new library building was not made until the expense of building new stacks under Thomas was determined to be prohibitive in the late 1950s. The placement of a new academic building on the site of the Deanery was suggested as early as 1959. The decision to build a new library on the site developed through 1965, based on sound, progressive, practical reasons of modern program. Members of the Board conducted site visits to peer Colleges, and hired the firm of O'Connor and Kilham for their expertise and national experience. The loss of the Deanery was probably inevitable, as its adaptability was severely limited. The placement of the library in the historic core of the campus was appropriate. However, with the Deanery's replacement by a structure of the mass of Canaday, not only was part of the campus' significant historic fabric lost, but the context of the rest of the campus core, and thus the iconic representation of the College, was irrevocably affected.

The fractured nature of the perception of campus maintenance and development in this period was further embodied in a tree planting project of 1965. Instead of addressing the landscape through a larger plan or design, individual specimens were planted at the discretion and according to the individual taste of specific individuals, without regard to a greater rationale or understanding.

The McBride administration closed with the construction in 1968-1969 of the Haffner Language Halls, designed by Chicago architect I.W. Colburn, who was chosen by the donor. No new buildings would be built at Bryn Mawr until the 1980s.

- 1 wyndham addition, completed 1967
- 2 physical sciences addition to park science building, completed 1963
- 3 haffner dormitory, completed 1969







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1 Guild computer center, completed 1985

2 students on campus green, early 1970's

PHASE FIVE

SEARCHING FOR VALUE

1970 - 1995

Harris Wofford, the second male president, presides over a decade of little development activity. In contrast, dramatic social changes locally and nationally have ripple effects throughout college life at Bryn Mawr. As Haverford becomes coed, the College begins to struggle with institutional image and identity. Reevaluating and assessing state of campus and facilities, and coping with increasing regulatory environment and rising costs of education.

PRESIDENT: 1970 - 1978: Harris Wofford,
1978 - 1997: Mary Patterson McPherson

ENROLLMENT: 1500 in 1975

CAMPUS SIZE: 135 acres

ARCHITECTS: Daniel Tully, Ellenzweig Associates, Edward Larrabee Barnes, Henry Myerberg

LANDSCAPE ARCHITECTS: Coe Lee Robinson

CAMPUS DESIGN & VISION:

- 1970s: Energy crisis and modernist values are key drivers of change on campus
- 1990s: College wrestling with facilities management, initially outsources and then hires key professionals to manage campus
- Intimate campus on hill has gradually been subsumed as College has expanded
- New thinking: contemporary style buildings and underground facilities to “preserve” campus, “minimize” impact and respond to context
- Changes in academic life reflected in scale of campus and architecture – creation of places for technology, new replacement gymnasium, and new campus center in progress
- Restoration impulse prompts discrete preservation efforts but unconnected to long-term planning for campus
- Campus improvements being increasingly driven by single issues, such as life safety, or regulatory pressures



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PHASE FIVE

After the remarkable growth of the post-war period through the 1960s, the pace of campus development slowed in the 1970s. In this period of relative stasis, characterized by the strictures of the Energy Crisis and the changed post-1960s social climate, the college was led by its second male president, Harris Wofford. The major changes to the campus were the acquisition of two satellite properties. In 1971, the College purchased the former Mermont Apartments on Montgomery Avenue as faculty housing. In 1974, the College acquired the former Rosemont College Preparatory School on Airdale Road. This school was adapted to use as the home of the Graduate School of Social Work.

In 1978, Mary Patterson McPherson, who previously served as dean at Bryn Mawr and who had been deputy to the president under Wofford, succeeded him. The following year, another satellite property, Glenmede, was added to Bryn Mawr's holdings through donation by the Pew family. In the early 1980s, the pace of development at Bryn Mawr quickened. In contrast to projects of the 1960s, the projects of the 1980s and early 1990s sought a more sensitive response to the Bryn Mawr context: the Bern Schwartz Gymnasium of 1982 (by Daniel F. Tully of Boston) was placed in the stream valley in a zone already used for athletic purposes. The Guild Computer Center (1984-1985 by Edward Larrabee Barnes) was sited along the campus edge as previous buildings had been, and used materials that responded to the masonry vocabulary of Bryn Mawr's historic buildings. Further, the building was made less obtrusive by placing much of its mass below grade.

The first adaptive re-use of a major campus building also took place in this period, the conversion of the 1907 gymnasium to the Neuberger Campus Center in 1983 (Bower Lewis Thrower; architects). Despite the continued erosion of historic fabric, including the loss of windows in many of the older dormitories, portions of the campus were made a Historic District on the National Register of Historic Places, and major restoration projects were undertaken, including the work in Thomas Great Hall (which was made a National Historic Landmark).

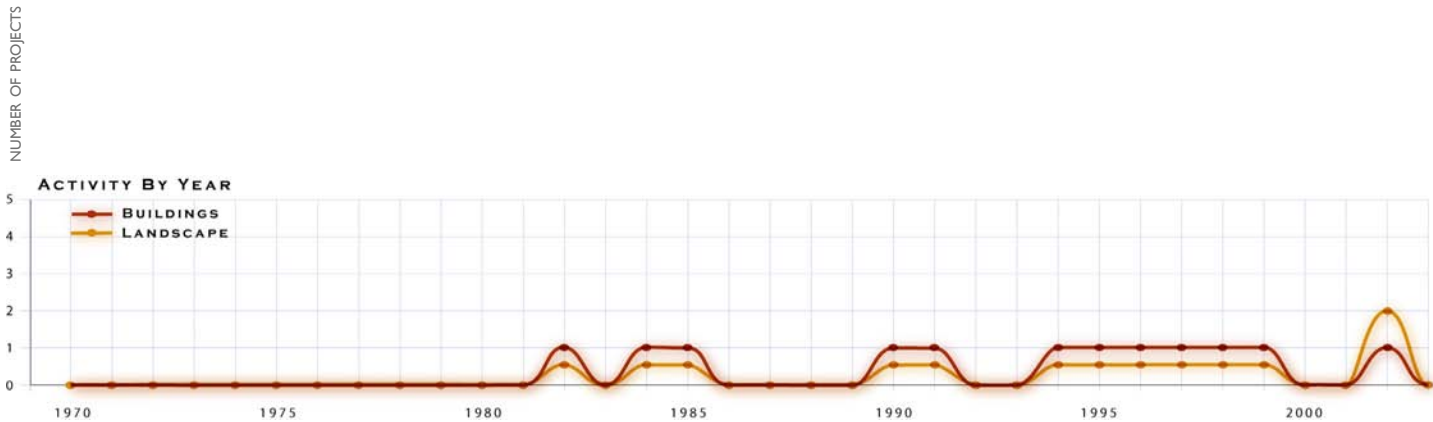
- 1 | bern schwartz gymnasium, completed 1983
- 2 | analysis diagram of development
phase five and six

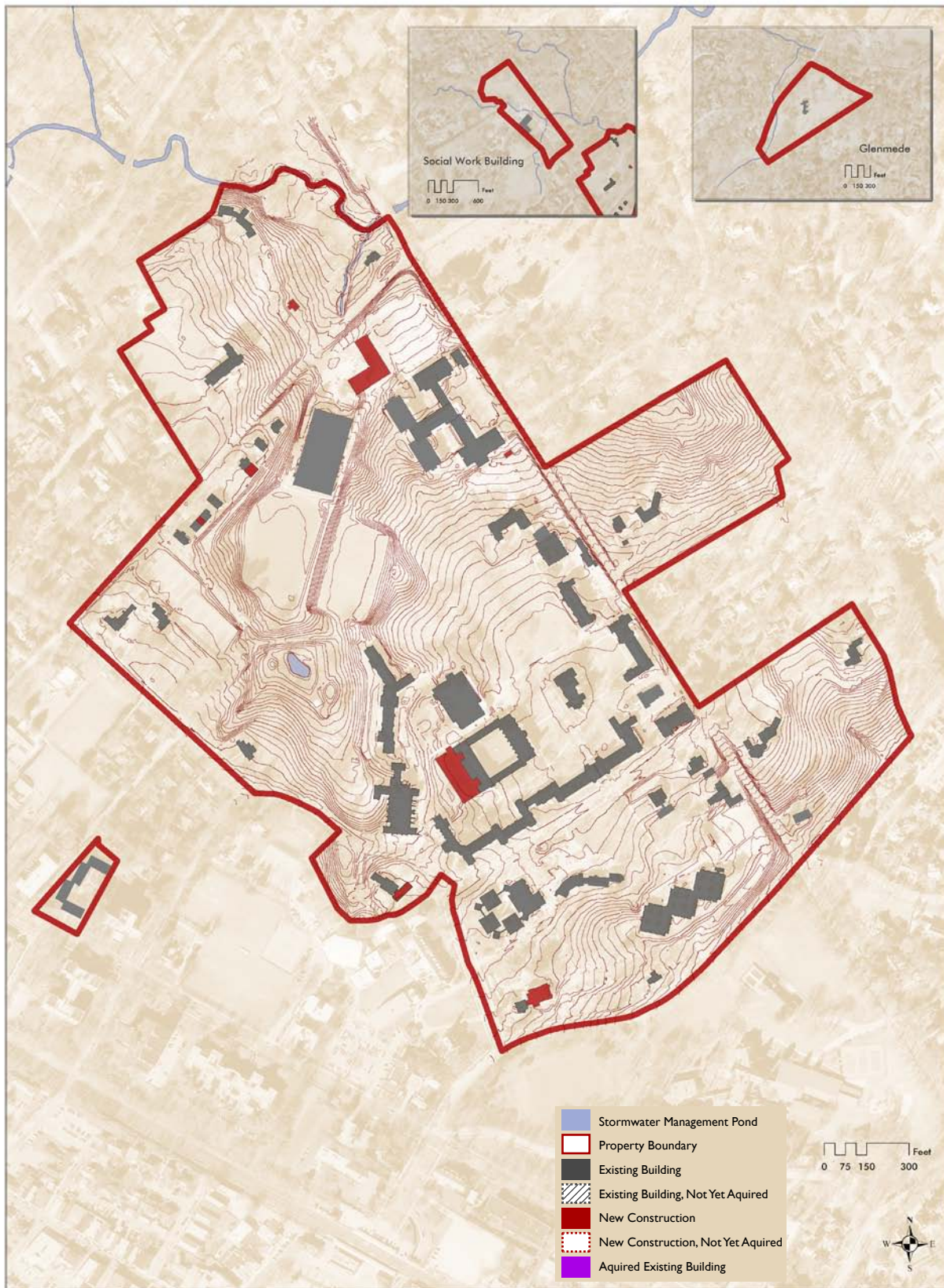


In the early 1990s, the college began to return to broad planning efforts in the form of a landscape master plan by Coe Lee Robinson (1991), which established a standard vocabulary for certain exterior lights and other features.

The final major construction project of McPherson's administration was the Rhys Carpenter Library (Henry Myerberg, architect), begun in 1994. It was a carefully unobtrusive addition to the Landmark Thomas Library.

| rhys carpenter library,
completed 1997





PHASE SIX

In the last years of Mary Patterson McPherson's tenure as College President, the approach to campus projects began to shift. During this period, the Facilities Services Department began addressing campus historic buildings as a group, working on exterior envelope rehabilitation, including the extensive rehabilitation and restoration of the exterior of Rhoads Dormitory. The Rhoads project included the extensive conservation and adaptation of the building's leaded glass windows. Repairs to Erdman Dormitory were notable because they considered the building as a historic landmark. Since the mid 1990s, a concerted effort has been undertaken at the College to study and recapture the value of existing, under-utilized campus buildings and related landscape resources, including several adaptive re-use projects.

In 1996, the College commissioned Venturi, Scott Brown and Associates (VSBA) to study the campus. The resulting Outline Concept Plan (completed in 1997) was the first extensive synthetic analysis at the College for several generations. This Plan represented a turning point in the approach to campus development projects. It marked a shift towards considering the campus in a more holistic fashion, particularly to a more open design and planning process. The Rhys Carpenter Library project was especially significant for its participatory process in which stakeholders across the College contributed ideas and provided feedback on the Library design.



I benham gateway, ca. 2004

PHASE SIX

LOOKING TO THE FUTURE

1996 - PRESENT

Projected enrollment increases spur discussions of how and where to grow the campus. Expansion pressure is constrained by Township density requirements and facility needs. College reevaluating and assessing state of campus and facilities, and coping with increasing regulatory environment and rising costs of education. This phase is particularly notable for the fact that more than \$25 million have been spent since 1997 on exterior renovation and rehabilitation at the College. There is widespread agreement across the Board and College administrators on this priority, a key component to preservation of historic buildings. Participatory design and planning processes are a hallmark of this phase, as the College enters a new era for decision-making.

PRESIDENT: 1978 –1997: Mary Patterson McPherson
1997 – present: Nancy J. Vickers

ENROLLMENT: 1700 in 2003

CAMPUS SIZE: 135 acres

ARCHITECTS: Venturi, Scott Brown & Associates, Buell Kratzer Powell, Richard Conway Meyer, MGA Partners, KSS Architects

LANDSCAPE ARCHITECTS: Yerkes Associates (Civil Engineers), Carter Van Dyke

CAMPUS DESIGN & VISION:

- Idea of connecting building value with landscape value guiding development
- Discussion of formal methodology for evaluating growth begins and evolves into open planning process
- College exceeds regulations outlined in new Lower Merion Township Preservation Ordinance
- 1997: Outline Concept Plan, Venturi Scott Brown & Associates
- 1999: Renovation of Rhoads Dormitory, completion of Benham Gateway
- 2000: Academic Master Plan, MGA Partners
- 2002: completion of Ward Building and Stormwater Management Pond
- 2004: completion of Cambrian Row and Stream Restoration at Social Work School

The construction of Carpenter Library, designed by Henry Myerberg and completed in 1997 (spanning Phases V and VI), truly set the stage for a new decision-making model at the College.

Since Nancy J. Vickers assumed the Bryn Mawr College presidency in 1997, the pace of campus development has quickened; a broader, more integrated approach to planning and projects has prevailed; and participatory processes have been on the rise. The VSBA Outline Concept Plan led to both physical and administrative changes at the College. Among the points of emphasis in the VSBA Plan was the recommendation of a “gateway” building in a crucial zone of the campus – the block bounded by Morris Avenue, New Gulph Road, Yarrow Street, and North Merion Avenue. Another key outcome of the VSBA plan was the creation of a temporary review body, the Committee on Facilities, Priorities and Planning (COFPP), which marked the inception of a more codified process for participatory design at the College. This committee, which consisted of representatives from a variety of campus constituencies, had a direct effect on campus projects. First among these was the adaptive re-use of The Owl, originally the Clarke residence, as the Benham Gateway (Buell Kratzer Powell, architects). This “gateway” building responded to the need addressed in the VSBA plan for an enhanced public entrance to the campus.

- 1 stormwater management pond, ca. 2004
- 2 cambrian row, spring 2004





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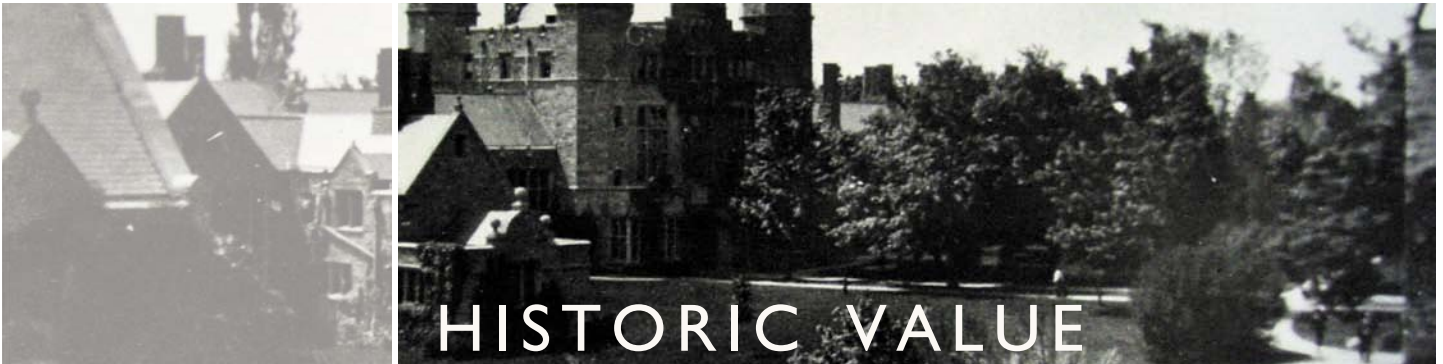
The VSBA Outline Concept Plan has been followed by two other key studies. The first, by George E. Thomas Associates, Inc., was the creation of a Campus Historic Resources Inventory, commissioned partly in response to a local historic preservation ordinance. The Inventory has since become another important tool for integrated campus planning. In 2000, MGA Partners completed an Academic Master Plan. Out of this Plan came the adaptive re-use project of Bettws-y-Coed, a former private residence owned by the College since the 1960s.

The largest scale adaptive re-use project of this phase to date is the creation of Cambrian Row, a student activities village. For this project, the former faculty residences along Roberts Road were converted (Buell Kratzer Powell, architects, in association with Richard Conway Meyer) to a variety of student uses, significantly enhancing the function and feel along this edge of campus.

More recently, the College has focused on ecological improvement projects across campus, with a stream restoration at the School of Social Work and the creation of a stormwater management pond for watershed protection purposes below the Rhoades Dormitory. Both of these projects received Growing Greener Grants from the state of Pennsylvania for their environmental contributions.

Finally, this current phase is particularly notable for the fact that more than \$25 million have been spent since 1997 on exterior renovation and rehabilitation at the College. There is widespread agreement across the Board and College administrators on this priority, a key component to preservation of historic buildings.

- 1 cambrian row, spring 2004
- 2 ward building, ca. 2004
- 3 rhoads hall renovation, ca. 2004



The historic value ranking was determined in a historic resource inventory and analytical study conducted by George E. Thomas Associates, Inc., working with the Facilities Services staff of Bryn Mawr College. The analysis was based on the standards and criteria of the National Register of Historic Places. The historic value determination for each individual building owned by Bryn Mawr College was based on a combined score on two scales. The first of these scales assessed the significance of the resource within the context of the history of Bryn Mawr College – the role it has played within the institution and its place in its history. The second scale analyzed the historical significance of the resource within the relevant context(s) of the outside community on the basis of local, regional, national, and international significance. The combined score of these two assessments resulted in this ranking system.

Mapping the combined scores of the building ranking revealed how the buildings and landscape together formed significant and historically valuable zones on the campus. As the map illustrates, the highest ranked buildings occur on the hilltop, the sacred core of the campus, while the majority of the lowest ranked buildings occur on the western periphery and in outlying parcels on the eastern edge of the campus. Because the original campus began on the hilltop with Taylor Hall and developed outward into the slopes and valley, the building value ranking and the campus physiography exhibit similar patterns. Many of the most valued landscapes, including heritage trees, quadrangles, ritual spaces and Senior Row, exist in association with the most significant buildings. It became clear that landscape spaces, when designed in conjunction with buildings, are what create the critical campus fabric. At Bryn Mawr, the integration of buildings and landscape have become an iconic image of the treasured historic college campus.

This important mapping exercise became the foundation for creating the Landscape Precincts as an ultimate guide for long-term campus development.



Score	Building Name	Architect	End date	Year of Acquisition	Evaluation
5	Goodhart Hall	Mellor, Meigs & Howe	1928		National Historic Landmark caliber building by major architectural firm
5	Pembroke Hall, East	Cope & Stewardson	1894		Major landmark in college history and within campus; important work by architects who shaped American Collegiate Gothic.
5	Pembroke Hall, West	Cope & Stewardson	1894		Major landmark in college history and within campus; important work by architects who shaped American Collegiate Gothic.
5	Rockefeller Hall	Cope & Stewardson	1904		Major landmark in college history and within campus; important work by architects who shaped American Collegiate Gothic.
5	Taylor Hall	Hutton, Addison	1884		Core building of campus only exceeded in campus history by Thomas Library; an icon of institution's history more than a great architectural work
5	Thomas Library	Cope & Stewardson	1907		National Historic Landmark significant as monument to M. Carey Thomas and for its architectural quality; Woodward Wing by Thomas & Martin added in 1939
4	Denbigh Hall	Cope & Stewardson	1891		Distinguished work of important campus architects; significant alterations in replaced windows and roof material
4	Erdman	Kahn, Louis I.	1965		Technically not historic because less than fifty years old, however, a landmark modern building by master Louis I. Kahn
4	Merion Hall	Hutton, Addison	1885		First dormitory; part of original campus plan designed by Addison Hutton from scheme of Dr. Joseph Taylor; altered with replacement windows and incorrect pointing
4	Radnor Hall	Cope & Stewardson	1887		Significant as first academic building by Cope and Stewardson; marred by loss of exterior windows
4	Rhoads Hall	Thomas & Martin	1938		Later but strong Gothic Revival building
4	Wyndham Hall	Unknown	1890		Important 18th century house with significant late 19th century additions, despite 1960s addition
3	Cartref	Pearson, George T.	1886		Important in the history of the college as home for first president; but much altered as dormitory and other uses; main porch removed and other alterations
3	Clynnoc	Cope & Stewardson	1895		Best of campus faculty houses by important architectural firm.
3	Dalton Hall	Osborne, Charles and Worthington, J. C.	1893		Institutionally important in defining role of women's education; multiple alterations mitigate
3	Neuberger Campus Center	Soule & de Forest	1909		Modest Gothic Revival gymnasium adapted to student center
3	Pen-y-groes	Soule & de Forest	1908		Of note in the history of the college as dean's and then president's house; alterations by good firm in 1920s (Price & Walton), but finishes replaced
2	Aelwyd	Soule & de Forest; Wise, Herbert C.	1913		One of pair of least important houses of College Hill group; much altered; new siding and windows
2	Arnedliffe	Pearson, George T.?	1891	1962	Important Gothic manor house making transition from Victorian to historical revival styles
2	Batten House	Brumbaugh, G. Edwin	1935		Despite alterations and poor windows, important Colonial Revival house by master architect of revival style
2	Dolwen	Houghton, A. D.	1907		Simplified version of 215 Roberts (Clynnoc); lesser member of College Hill faculty housing group
2	Glenmede Main House	Price, William L.	1902		Important mansion by major Philadelphia architectural firm
2	Gwynfa	Worthington, J. C.	1890		Modest Colonial Revival faculty house, part of College Hill
2	Health Center/Infirmary	Soule & de Forest; Day Bros. & Klauder	1913		Much altered and added to infirmary building representing multiple building phases
2	Helfarian (Dolgelly)	Hutton, Addison?	1886		Good Victorian single developers house long owned by college but with no specific relation to its early history
2	Pensby	Worthington, J. C.	1889		Earliest of College Hill group; modest; altered
2	Perkins/Clarke House/The Owl	Furness, Frank	1883		Significant Victorian house much altered in late 20th century
2	Quarre	Worthington, J. C.	1892		Modest Victorian faculty house built for college
2	Trefa	Soule & de Forest; Wise, Herbert C.	1913		One of pair of least important houses of College Hill group; much altered; new siding and windows

Score	Building Name	Architect	End date	Year of Acquisition	Evaluation
1	Applebee Barn	Unknown	1880		Much altered small barn / carriage house for Barclay estate
1	Bettws-y-Coed	Baily & Bassett	1914		Minor suburban house by middle level architects with substantial alterations
1	Brecon Hall	Unknown	1905	1947	Altered but interesting academic building constructed to house the small residential Miss Wright's School
1	Canwyll House	Cope & Stewardson	1886		Minor building far removed from original purpose; minor contextual role, little historic character
1	Child Study Institute	Unknown	1880		Almost totally wrapped Victorian stable now in evidence only in rafter ends of upper levels; no historic character
1	English House	Morris & Erskine	1911	1957	Large conventionally detailed colonial revival house and grounds
1	Glenmede Carriage House	Price, William L.	1902		Secondary building in estate but original
1	Glenmede Gardener's Cottage	Price, William L.	1902		Secondary building in estate but original
1	Glenmede Gate House	Price, William L.	1902		Secondary building in estate but original
1	Glenmede Pool House	Tilden, Register & Pepper?	1935		Secondary building in estate but original
1	Hubbard House	Unknown	1880		Secondary estate house for Barclay property; survives with integrity
1	Longmaid House	Builder	1936		Minor late Gothic Revival developer house
1	Marion Park Hall	Thomas & Martin	1938		Much altered science complex consisting of four phases, sharing yellow brick and modern attitude but not historic either by virtue of age or alteration
1	Pagoda	Builder	1927		Much altered (and moved) experimental classroom; of interest in linking college to experimental education and to roles of women
1	Perry House	Thomas, Martin & Kirkpatrick	1931	1962	Gothic style country house; not built for college but classified by township
1	Ty-Bach	Martin, Sydney E.	1940		Modest brick Cotswold cottage by the architect of later campus historic buildings
1	West House	Hutton, Addison?	1896	1951	Victorian house with substantial alterations - not much integrity
0	Benham Gateway	Buell Kratzer Powell	1999		
0	Bettws-y-Coed	KSS Architects	2004		
0	Biology Building	Martin, Stewart & Noble	1957		Not historic
0	Campus Center Wing	Bower Lewis Thrower	1983		
0	Canaday Library	O'Connor & Kilham	1968		Not historic / potentially historic after 50 years because of importance of firm and role of building
0	Carpenter Shop	Built by College	1927		Utilitarian structure of little or no historic import
0	Chemistry Building	Ellenzweig Associates	0		
0	Greenhouse	Unknown	1998		Not historic
0	Guild Computer Center	Barnes, Edward Larrabee	1985		Not historic
0	Haffner	Colburn, I. W.	1969		Not historic
0	Healy Property	Unknown	1960		Not historic
0	Pen-y-Bryn	Builder	1954		Not historic
0	Physical Sciences	Martin, Stewart & Noble	1963		Not historic
0	Power sub-station	Meyer, Richard Conway	2001		
0	Rhys Carpenter Library	Myerberg, Henry	1997		Not historic
0	Russian Center	Unknown	1935		Secondary estate building; not built for BMC
0	Schwartz Gym	Tully, Daniel F.	1982		Not historic
0	Social Work	Holland, Edward L.	1956	1947	Not historic
0	Ward Building	Meyer, Richard Conway	2002		
0	Wyndham Addition	Pederson & Lombardini	1967		Non-historic addition to historic building



The following principles were developed to strengthen Bryn Mawr's historic campus and guide the College as they continue to confront increasingly complex development issues.

1. **Reinforce Iconic Campus Identity** – The design of the Bryn Mawr campus has fostered more than a century of unique rituals and traditions, as well as inspired the highest levels of scholarship. Today, the campus fabric is the tangible image of this accumulated history, and inseparable from the identity of the College.
2. **Address the Campus as a Whole** – The impact of any development project is not restricted to its project limit line; it affects the overall character and historic integrity of the entire campus. Project oriented landscape development tends to fragment the larger campus. Therefore, utilizing a holistic preservation model will protect the distinguishing qualities of the College campus.
3. **Recognize the Campus as an Interdependent System** – Historic preservation is not solely about the conservation of physical fabric or isolated objects. Its main purpose is to define and strengthen the sense of a place as a system. Changes in one area inevitably affect other parts of the campus system, regardless of the scale or type of the development. Systems are vertical and horizontal, physical and cultural. For example, an addition to a building on a hill can create more stormwater runoff, which causes change in the landscape, and in turn can affect the condition, character and integrity of the valley below. The reciprocal effects of campus systems on one another need to be defined, studied and incorporated directly into the design process.
4. **Invest in Excellence & Quality at all Levels** – The College's core value – the striving for excellence in women's education – is partly communicated by innovative and exciting programs and facilities, and partly by the permanence and quality of the campus's historic fabric. The best projects in Bryn Mawr's history have not only addressed the campus as a physical whole, but integrated an understanding of architecture, landscape, and a sense of history and tradition. The achievement of design excellence and lasting value requires the employment of the greatest talent, vision, and expertise available, with a global understanding of the place and the role of the project in it.

Recommended Actions

1. **Embrace the campus as a Single Historic District** with a hierarchy of Precincts. Five major precincts and associated guidelines have been developed as part of the Report (see Landscape Precincts Section below). The Precinct boundaries acknowledge both physical separators (such as slopes or water bodies) and social divisions of the College (such as academic areas versus athletic areas) to designate zones of similar activities, uses or experiences within the framework of the broader Historic District.
2. **Seek appropriately qualified, consistent advice in the form of architecture, landscape architecture and historic preservation** – to strengthen the knowledge base and provide the expertise required to ensure continuity across the spectrum of campus development projects, capital improvements and ongoing maintenance.
3. **Encourage a neutral decision-making process** for campus development. Such a process needs to establish a participatory framework and a cross-representational review body to consider the campus fabric and its preservation and make sound recommendations on future development to the Board of Trustees.
4. **Develop a Campus Master Plan** to extend and complement the present Strategic Plan and the VSBA Outline Concept Plan. This Campus Plan should consider buildings and landscapes together, creating an integrated approach to long-term development at Bryn Mawr College. The Plan should function as a primary planning tool for the College and include strategies for campus-wide preservation, identify significant campus landscapes and heritage trees, and establish an appropriate landscape vocabulary. A long-term property acquisition strategy should be developed as part of this Plan.



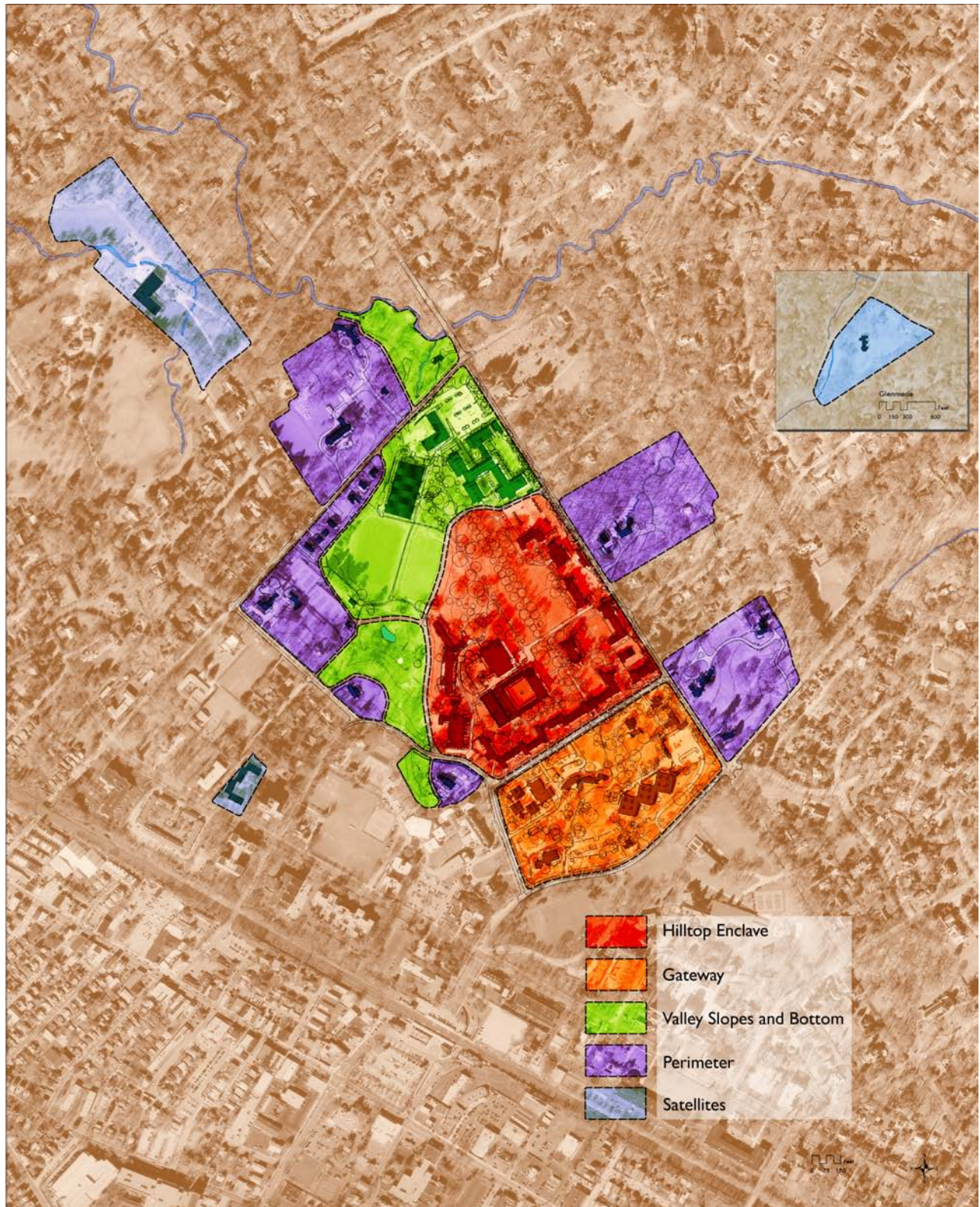
- 1 thomas hall
- 2 pathway to rhoads
- 3 erdman dormitory
- 4 cherry tree walk

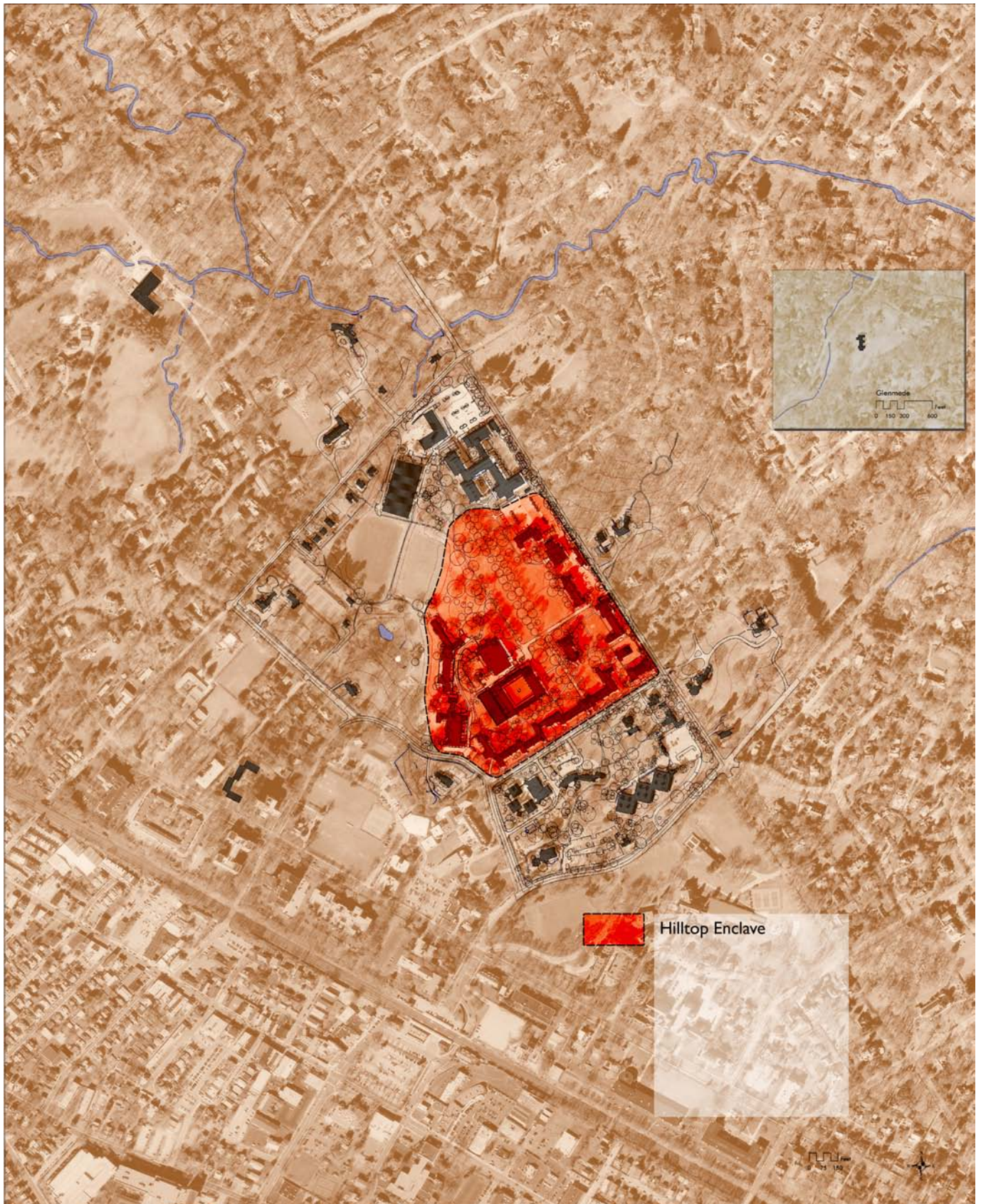


The campus fabric at Bryn Mawr College cannot be separated from its history, its traditions or its community. The historic resources – buildings and landscapes together – are present at every part of the campus. These historic resources form an important matrix of spaces on campus. The preservation of this matrix contributes as much as the individual objects themselves to creating a sense of place at Bryn Mawr.

In spite of the fact that not every part of the campus is “historic,” the entire campus needs to be considered as an Historic District with a hierarchy of precincts. These precincts were determined based on combining analyses of historic significance, topography, building function and landscape use. A hierarchy was developed to indicate the present degree of value to the campus character. The precincts are intended to provide the overall planning framework in which the College operates.

This section outlines each precinct and its characteristics, and offers guidelines for development within each precinct.



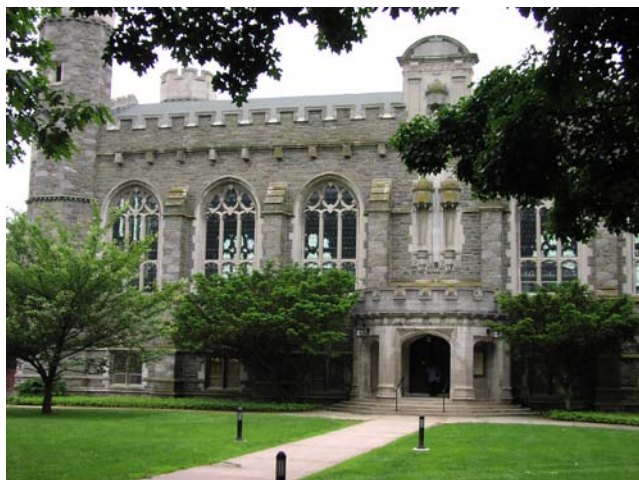
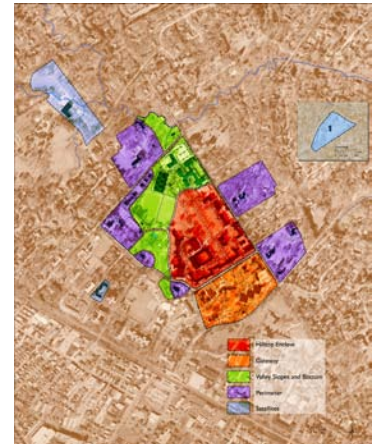


Precinct I: Hilltop Enclave

The College began on a prominent hilltop, and then expanded into and across the adjacent valleys. This Hilltop has become the historic inner sanctum of the campus. The architecture includes the earliest group of structures built specifically for the college, and the landscape evokes enduring qualities of continuity and strength; at once intimate and awe-inspiring.

GUIDELINES

- No part of the campus should be more rigorously evaluated when considering future development than the hilltop Enclave, for it represents the essence of the Bryn Mawr identity.
- While the dynamic nature of higher education requires that this core function as more than a museum of historic buildings and landscapes, historic preservation should be implemented most rigorously in this precinct.



thomas hall, ca. 2004



Precinct 2: Gateway

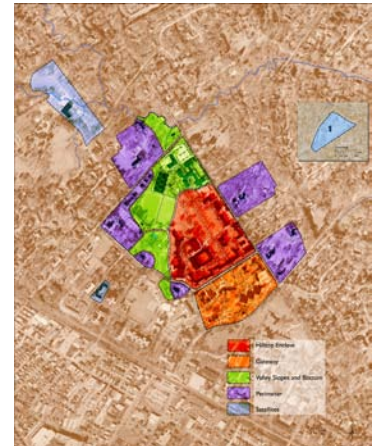
In 2000, Benham Gateway, the addition to the Clark House, was completed to serve as the official entrance to the Bryn Mawr campus. Now this parcel of land bounded by Yarrow Street, Morris and Merion Avenues and New Gulph Road in effect functions as the physical gateway to the College. Two key issues prohibit this precinct from being fully successful – topography and pedestrian circulation. The slopes prevent visual access into campus, and the circulation patterns do not reinforce the existing strong axis through the Pembroke Arch into the Enclave, the campus center.

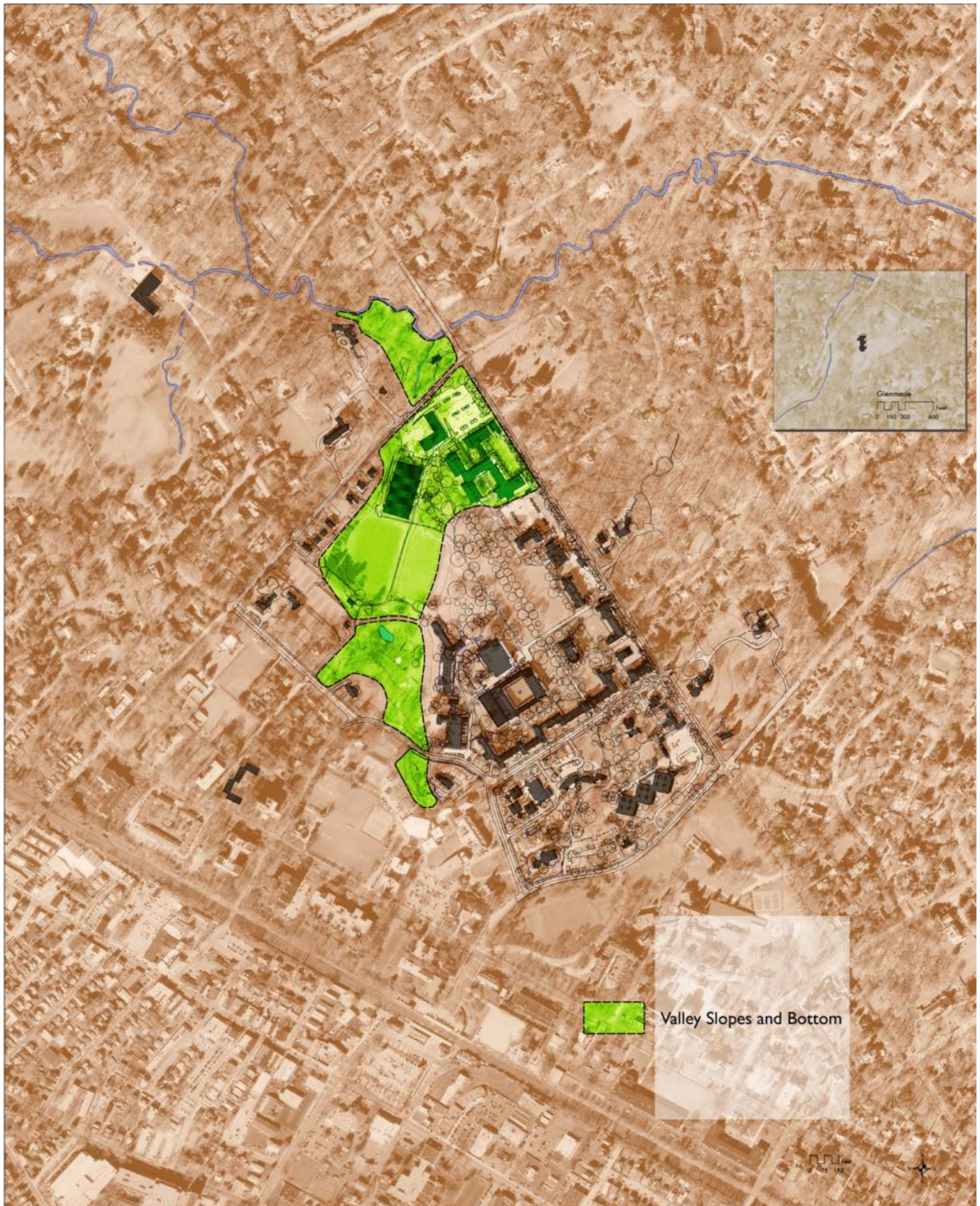
GUIDELINES

- Reinforce this entire precinct as the primary and most important entrance to Bryn Mawr College, with secondary entrances through the Perimeter Precinct clearly marked.
- Close Merion Avenue to vehicular traffic in order to establish a more pedestrian oriented gateway. The College will need to open discussions and coordinate closely with Lower Merion Township in order to successfully implement this guideline.
- Reestablish the strong visual and physical axis (originally proposed in the Ralph A. Cram plan) from Erdman through Pembroke Arch into the central core of the campus, the Enclave.
- Buildings using the latest technology and materials can be carefully integrated into the strong spatial patterns of this precinct, enriching the present fabric and continuing to build future historic value.



benham gateway, ca. 2004





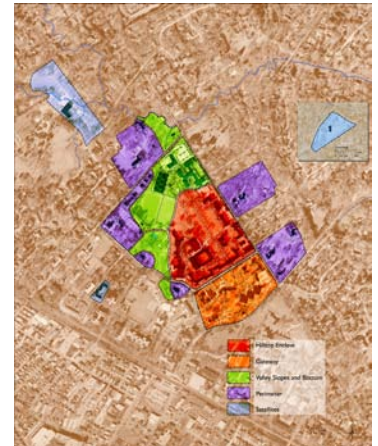
Precinct 3 :Valley Slopes & Bottom

At the end of the 19th century, the Valley Bottom was widened to create one of the earliest playing fields and the existing stream buried. This trend has continued, and now the majority of the College's athletic facilities, including playing fields and a gymnasium, as well as the Ward Building and associated parking areas, are located in the Valley Bottom.

Currently, the Valley Slopes & Bottom serve as a major scenic and open space amenity for the College, offering a pastoral landscape inside the campus. Recently, the College has taken advantage of this amenity, not unlike Capability Brown, by "flooding the valley" with a detention basin designed to capture and treat stormwater runoff.

GUIDELINES:

- Support the ecological functions of the Valley Bottom by limiting the construction of new buildings in this area.
- Protect significant viewsheds to and from this precinct (e.g. down the valley towards the pond and uphill to the Enclave)
- Strengthen the Valley's green buffer with additional planting to create more forested areas and groves of mature canopy trees.



ward building, ca. 2004

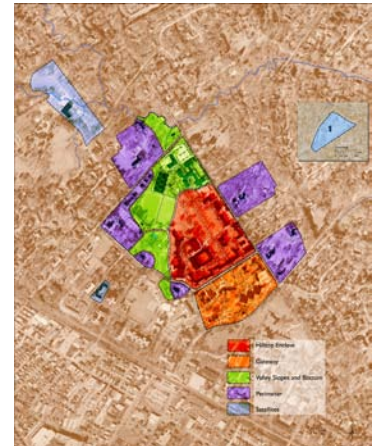


Precinct 4: Perimeter

The Perimeter Precinct partially encircles the College. It serves as the critical transition between the neighborhood and the College, and provides several secondary entrances to the College. The visual quality of this precinct is especially important because it is the public presentation of the College to the outside community. At present, the Perimeter Precinct is not contiguous and does not convey a consistent quality or character in materials or function. Some “impermeable” areas comprise long stretches of road with no entrances to campus, while other areas use a variety of fences, walls or obstructions to prevent visual or physical access. As a collection of historic remnants with no unifying theme or site vocabulary, they contribute to the presentation of an incoherent image to the outside community.

GUIDELINES:

- Determine the appropriate hierarchy of entry points needed to access and service the College.
- Define the Perimeter as the edge of the collegiate estate, taking its aesthetic cues from the surrounding residential neighborhood and from the signature historic campus buildings.
- Implement a consistent vocabulary of landscape and architectural materials throughout the Perimeter Precinct.
- Reinforce campus coherence by acquiring key parcels to consolidate the Perimeter where possible.



brecon, ca. 2004

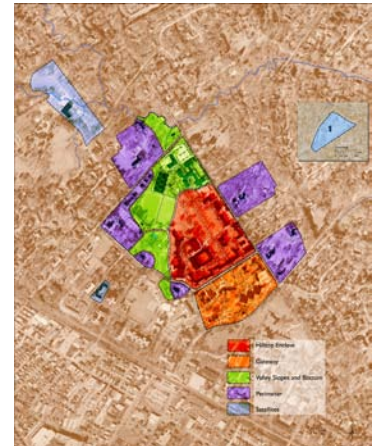


Precinct 5: Satellites

Bryn Mawr is special because it is an intimate and walkable campus set in a beautiful historic suburb. The remote nature of the satellite parcels isolates them from the life of the main campus.

GUIDELINE:

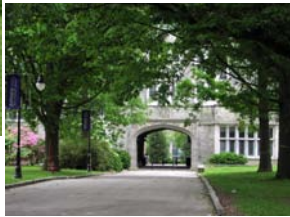
- Create a long-term Property Acquisition Strategy to be reviewed and evaluated on a regular basis through a permanent Planning & Review body for the College. This Strategy should be developed in tandem with the development of an integrated Campus Master Plan (See Principles & Actions for Campus Heritage Preservation).
- College expansion should be contiguous in order to preserve the integrity of the campus experience.
- Avoid creating a network of satellite properties because they dilute the iconic collegiate identity of Bryn Mawr.



glenmeade, ca. 2004







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